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THE ROLE OF THE STEWARD IN THE WORK SETTING

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF

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ABSTRACT

Stewards are an essential part of the technical elite, working as fiscal and paralegal officers in the trades. They act as umpires, political stabilizers and are a counterpart of the foreman. Stewards are persons sensitive to workers' rights. Steward power may be manifest, latent or value based, used in negotiating organizational behaviour to resolve conflict and to produce working harmony in the workplace.

Rapid heavy industrialization in Alberta is increasing the importance of stewards. The good steward anticipates problems and counters these before they become grievances. As a foreman counterpart, the steward bypasses red tape, accommodating choices and enhancing production. With new data, the necessity arises to update steward roles and profiles. Steward manuals in Alberta vary in their emphasis of stewardship, as do defining grievances and documenting evidence. Standardization and upgrading are needed to produce predictability in steward behaviour and efficiency.

The success of Alberta industry may hinge directly on upgrading steward procedures, thus directly creating workplace stability. The recruitment of good steward personnel and skilled workers is directly dependent on the educational

system providing superb lab facilities, good programs and well trained teachers. This is distinctly needed in industrial and vocational education to create future worker achievement and job relevancy. In past educational history the industrial and vocational portion of education was short changed. This produced an imbalance; an over-supply of cognitive elite, and a dearth of technical elite, highly evident in today's shortage of skilled workers. This imbalance requires correction.

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F.E. Wilson, Boilermaker steward parexcellent, who made me his assistant steward under very trying conditions, thus raising my consciousness to steward possibilism.

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CHAPTER I

A PROBLEM STATEMENT

Introduction

Historically, employees selected representatives to speak for them to the employer, to gain improved conditions of image and work. According to Peck (1963), during high production phases of armaments for World Wars I and II, councils of worker representatives appeared in Germany, Russia, France, Italy, Norway, and Britain. It became necessary to handle workaday grievances arising out of the speed-up and exploitation of production. The steward was devised to intervene on the first level between workers and the employer, to act as a spokesman for the union and represent the demands of the workers, particularly in contract violations by management. (Peck, 1963, pp. 23-25)

Ballentine (1976) defines stewards as being fiscal and paralegal officers in the trades, working in the interests of labor. They are the principal officers in labor jurisdictions at the field and floor levels. The steward is an umpire in game theory strategy; he acts as a political stabilizer in being a counterpart of the foreman. (Ballentine, 1976, p. 1802)

Lord Hines stated, in recognition of the importance

of stewards, "If stewards did not exist, managers would have to invent them" (Marsh, 1973, p. 32).

Ballentine offers this definition of the foreman:

> Legally, he is the overseer of a body of workmen in the interests of management. He is the headman, chiefman and chief craftsman. The foreman is the team captain in game theory strategy; he is a counterpart, not an adversary of the steward in organized labor. (Ballentine, 1976, p. 639)

The steward-foreman level can become the focus of much politicking. Batstone *et al.* indicate that at informal levels through proper social exchange and fair bargaining high predictability results. A proper and good working relationship between foreman and steward can become a state of play and game strategy, with favors being traded. This eliminates time and space barriers, facilitating problem solving. Bargaining at the floor-field levels between stewards and foremen leaves managers free to decide bigger issues at formal levels (Batstone *et al.*, 1977, pp. 159, 173). Herein the presence and role of the steward becomes highly significant in the workplace.

Significance of the Study

As the province of Alberta becomes highly industrialized, labor-management conflicts will increase in number and importance. The steward as a counterpart of the foreman is at the level of problem formation and problem solving in the workplace. The steward and the foreman as lay officers possess ultimate knowledge of circumstances. As they have

closer contact with workers, this leads to freer discussion about problems and decision making. Paraphrasing Marsh, the steward in any work situation must recognize production decisions with industrial relations in mind. The need arises for suitable exchange and procedure between steward and foreman to facilitate settling issues at the floor and field levels, before these develop into grievances. Both foreman and steward should anticipate problems and be able to identify genuine grievances and not waste time on useless issues. The steward must be able to resist the demands of workers when these appear unreasonable, but leave the door open for settlement. Similarly, the foreman must not be coerced by management to be unfair or to bully workers. Good relationships between foreman, steward and workers facilitate job continuation and contract completion (Marsh, 1973, pp. 19-46).

Frank discussion and opinion exchange at the quasi-management-worker levels induces high system predictability. This facilitates the manipulation of rules without making the web of rules a total farce, by-passing red tape in the process. Choices are readily accommodated, facilitating work and production (Batstone *et al.*, 1977, p. 264).

As a study in Industrial and Vocational Education, Dr. H. Ziel's Phase Three, Man and Technology, demonstrates strongly the necessity of informed authority, decision making, communications and organization in man's handling of technology. The foreman and steward at the first level of management encounter subtle and powerful communications as

commands and attitudinal confrontations. The steward as a union representative focuses attention on workers and work conditions. The foreman as a steward counterpart focuses attention on work efficiency and production. The steward provides unity and brings worker demands directly to management without delay and blocking by intermediate supervisory levels.

A student management system is part of the curriculum in Industrial Arts, and in Industrial and Vocational Education. Therein, first-hand knowledge of materials handling, administration, safety and unionism is obtained. Supervisory roles provide exposure to co-operation, confrontation, personal development and leadership as duties demand. The student management system is a pocket edition of supervisory systems found in industry and organized labor. Industrial Arts and Vocational Lab organization is closely related to industry playing a direct future role in society. Through student management, learning takes place in personnel management, maintenance, inventory, organization, evaluation, supervision, safety, innovation, facilities, planning, ordering, selecting, directing, co-ordinating, and budgeting. This study is justified and highly relevant to Industrial Arts and to Industrial and Vocational Education.

Assumptions

1. Steward behaviour and perception are factors of training, nature of work, and work space.
2. The role of the steward in the work setting is an evolving role, which can be learned.
3. The perception of steward differs with the following groups: service, field jobs, shops.
4. Team work and confidence are necessary factors of successful stewardship.
5. Changing work values are a factor in steward behaviour.
6. Good stewards make good foremen.
7. Some professional or semi-professional groups have personnel that perform the function of stewards.

Objectives of the Study

1. The prime objective of this study is to determine the role of the steward conclusively.
2. A second objective is to provide suggestions and new directions to "The Steward's Role."

Problem Statement

Although available statistics indicate conclusively that the greatest portion of a steward's time in all industries is spent investigating grievances in the workplace (Batstone *et al.*, 1977, pp. 78,112,174), the steward does perform other roles and functions equally important. "The role of the steward in the work setting" becomes the problem

statement of this study.

Questions

Basic Question

1. What is the role of the steward in the work setting?

Supplementary Questions

1. Why is it necessary to know contracts and clauses for good stewardship?
2. Why is knowledge of company policy, supervisory personnel, hierarchy, authority systems and work essential to the steward?
3. How are grievances identified and classified?
4. What is proper grievance procedure and format?
5. What is the legal side of grievance procedures?
6. How are teamwork, confidence and leadership part of successful stewardship?
7. Why is sociology and psychology of work knowledge necessary to the steward?
8. How do changes in attitudes and values towards work cause and affect steward perception and performance?
9. Why is the steward considered to be a counterpart of the foreman and part of quasi-management?
10. How many basic types of stewards are there?

Abbreviations Used in This Study

The following are provided because of their unique usage in the public domain, and are essential to this study:

1. A.U.P.E. - Alberta Union of Provincial Employees;
2. C.E.S.S.C.O. - Canadian Equipment, Steel and Safety Company;
3. C.I.A. - Central Intelligence Agency;
4. C.N.I.B. - Canadian National Institute for the Blind;
5. C.P.R. - Canadian Pacific Railway;
6. C.U.P.E. - Canadian Union of Postal Employees;
7. C.U.P.W. - Canadian Union of Postal Workers;
8. D.R.E.C.O. - Drilling Rig Equipment Company;
9. I.P.S.C.O. - International Pipe & Steel Company;
10. O.C.A.W. - Oil, Chemical, Atomic Workers Union;
11. O.P.E.C. - Oil Producing Exporting Countries;
12. T.U.B.E.C.O. - Tube and Equipment Company;
13. U.S.A. - United States of America; and
14. U.S.S.R. - Union of Soviet Socialist Republics.

Summary, Chapter One

Stewards are an essential part of organized labor. Historically, employees selected representatives to speak for them to the employer to gain improved conditions of image and work. During high production periods for defence purposes of World War I and World War II, councils of workers appeared in the countries of the protagonists. The steward was devised to intervene on the first level between

workers and employer, handling workday grievances arising out of the speed-up and exploitation of production.

Stewards are fiscal and paralegal officers in the trades, working in labor jurisdictions at the field and floor levels in the interests of labor. Stewards as umpires and political stabilizers are a counterpart of the foreman. Through proper social exchange and fair bargaining high predictability is injected into specific work situations, freeing managers to decide larger issues.

During periods of intense workloads to meet production and completion schedules, crews can be overworked. Overworked and tired workers may produce shoddy work and outright honest mistakes. As a working team the steward and foreman can rectify these matters before startup, preventing dangerous situations, thereby inducing future worker safety and operational ease.

Rapid, heavy industrialization in Alberta will increase the importance of stewards. The good steward anticipates problems and counters these before they become grievances. The steward as a foreman counterpart can bypass red tape without making rules ineffective. Choices are readily accommodated and production is enhanced. The industrial future in the province may hinge directly on educational programs in industrial and vocational education, directly relevant to industry. The student management system in the Industrial Arts and Vocational Education Lab is a pocket edition of supervisory systems found in industry and organized labor. The success of these educational programs

has a direct relevance to later industrial worker success in adult life. An outstanding objective of the educational system is to provide superb lab facilities and good teachers to create future worker relevancy and achievement.

CHAPTER II

A REVIEW OF THE LITERATURE

Work

According to Jenkins--work is life; life is work. Work is essential to human existence and longevity (Jenkins, 1975, p. 54). Fromm states that work is a necessary part of self-actualization and of becoming a functioning mature being (Fromm, 1965, p. 53). Eriksen concludes that "sense of industry" is a key stage in human development; one's ego boundaries include one's tools and skills. The work principle teaches one the pleasure of work completion by steady attention and persevering diligence (Eriksen, 1965, p. 251). One becomes a person by challenging an obstacle, and by personal achievement.

Oberhaus observes the following religious historical significance of work. The Old Testament shows a close relationship between God, economics, worship and family ties. "You shall remember the Lord your God, for it is He who gives you power to get wealth," the implication being one of appreciation of service and sacrifice. The New Testament is saturated with work and reward situations. One such example is the parable of the servants and the talents--a contrast of multiplying and wasting wealth. Duty is

exemplified in the parable of the maidens and their lamps.

The roots of religious concern reappear in the Middle Ages. Economic and work conduct were considered necessary for salvation. Work was good; idleness was evil. Apprenticeships conducted in monasteries were given a religious aspect. Manual work became honourable, being held in high esteem. Supposedly the devil found work for idle hands, hence industriousness was preferred.

During the reformation, Calvin and Luther justified work on religious grounds, creating a new economic world. The new spirit and knowledge that destroyed monasticism and Aristotelian science emerged as capitalism; this destroyed feudalism and the guilds. Evolving doctrines of vocation recognized that the way a person engaged in his labours and dispersed of his wealth constituted an index in the ultimate authority for his life. In this atmosphere emerged the Protestant Reformation with work centered ethics. The Protestant Work Ethic was the intended order of God's creation, based on salvation through work, wealth and charity. (Oberhaus, 1967, pp. 2-18)

Paraphrasing Schon, with the Industrial Revolution in England, Newton, Locke and Hume saw no more chaos, no more confusion in the world; instead, a rational and harmonious machine. Scientific discoveries were rapidly creating newer industry and new economics. John Wesley summed this well when he said, "Gain all you can, Save all you can, Give all you can." Work became a calling; to accept hard work

was a moral duty. Technology was applied to meet human needs, creating a new economic order, based on work expertise and return on investments. This new order found quick roots in the New World, as corporations, organizations, economic systems and labor unions.

Why Unions in Canada?

Historically, the Canadian Labor Congress reports that labor unions have been in existence in Canada since the early 1880's. Workers formed unions to have a voice in deciding wages, hours, working conditions and the many problems that arise in the relationship between the employee and the employer. In 1872, Toronto printers mounted a vigorous campaign for the 9-hour day and 54-hour week. In the same year, Sir John A. Macdonald introduced a law in parliament establishing the legal right of Canadian workers to form unions and to act through them to better their conditions.

The Trades and Labour Congress, established in 1886, set out as its policies the establishment of child labour laws, free education, the 9-hour day, nationalization of the railways, the setting of minimum health and safety conditions, and equal pay for equal work. Workers have achieved some of those early goals by collective bargaining and by political action. Legislation has been won, ending the exploitation of child labour, regulating daily and weekly hours of work, guaranteeing paid vacations and providing

worker's compensation for the injured, insurance for the unemployed and pensions for the elderly. (Canadian Labour Congress, Labour History, 1972, pp. 1-10)

The following is a summary of a TV labour discussion, essential to this study. About two-thirds of Canada's labour force does not belong to unions and this creates a perceptual and dangerous division among working Canadians. Many unorganized workers are desperately poor and unemployment runs consistently over seven (7) percent. Both government and business leaders are well satisfied with weak minimum labour standards and restrictive collective bargaining legislation. Time and again, the organized and unorganized are played off against one another on the picket line and in the political arena, as evidenced by recent T.V., radio and newspaper news items depicting strike scenes: (hospital workers dispute at the Royal Alex., Brewery workers at Molson's, the C.N.I.B. and A.T.A.).

Gains have been made in the area of job security, union security, wages, benefits, paid leave, seniority rights, and rights under the grievance procedure which challenge the powers of management. Acquired labour rights cannot be taken for granted. Governments and employers are prepared to roll back on many basic collective bargaining and democratic rights unless workers defend themselves. This is always good management economics, as was illustrated by the latest government cutbacks.

The Canadian Labour Congress is acutely aware of the

political consequences, stating: trade union gains are never politically secure if they remain the privilege of an organized minority of workers. This is why the trade union movement needs to be in the forefront of the fight for legislation more favorable to union organizing, full employment and a decent standard of life for all Canadians (TV Interview, Eric Baskin, November 1978). In periods of labor strife and bad economic times, stewards are at the center of critical action and decision making. The role of the steward in the workplace becomes highly significant in this labor-management adversary position.

Stewards

Connors lists the following reasons for being a steward:

> Six reasons why a person wishes to be a union representative:
>
> 1. Dedication to the cause of unionism;
> 2. Desire to help other people;
> 3. Interesting challenges;
> 4. Desire for advancement;
> 5. Desire for recognition;
> 6. Desire to have power. (Connors, 1966, p. 95)

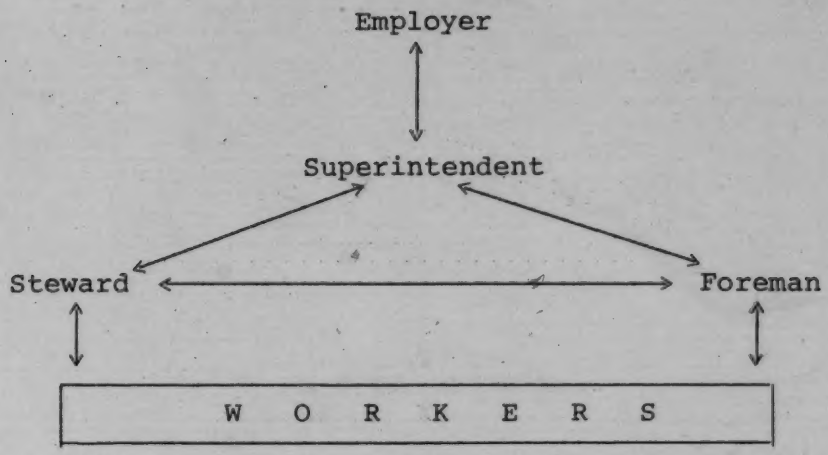
Clegg reports that stewards are persons sensitive to the human rights of workers. This predisposes them to seek the elimination of moral inequities in the workplace. A direct involvement in problem solving in the workplace provides the steward and workers with conflict insurance. Fear of threat to job security is lessened with meaningful and successful involvement in decision making. This is achieved by precedent, character strength, group support and by

technical specificity. (Clegg, 1970, p. 260).

MacDonald emphasizes that steward power can be manifest, latent, or based on values and ideologies. This forms high predictability patterns enhancing the steward image. Manifest power is directly proportional to visibility patterns and the stature of the personality. The good steward is seen and heard, be it by expertise, presence, or by the use of tension release mechanisms. With the established steward, personal ends of leadership may foreshadow and replace those of the organization. Power may be exercised in an arbitrary benevolent manner for the general good of the membership. (MacDonald, 1959, p. 69)

Peck points out that the union steward serves as a link between labour and management. As a counterpart of the foreman, a balance of power is achieved. As a daily visible representative of the union, he is required to ensure that the employer lives up to the terms of the written contract. He works with members of the workplace in representing these members before management. The union steward is undoubtedly the most important link within the union. He intervenes on the first level, between the workers and the employer. He is the spokesman for the union and represents the demands of the workers, particularly in contract violations by management. (Peck, 1963, pp. 33-34)

The following schematic illustration depicts information flow between stewards and foremen:



A good working relationship between steward and foreman makes their jobs easier for both of them. They bargain at arms length and negotiate organizational behaviour, developing and maintaining particular institutional arrangements. Their chief job is to resolve conflict in the workplace and to provide working harmony. In support of this, Poole states that workers have little chance of controlling industry if they cannot control their own members. Union democracy is a prerequisite of industrial democracy with the steward as leader. (Poole, 1975, p. 124) In some non-union, and certainly in all union-management relationships, the foreman backed by management and the steward backed by workers are equals--sharing responsibility for successful labour relations. The two will have to discuss and settle many problems in the workplace.

The Canadian Union of Postal Workers provides a business-like approach to stewardship, offering the following

suggestions:

1. Avoid building up personal rivalry between yourself and the foreman.
2. Follow the rules of the game. If you expect the foreman to live up to his end of the procedure, you must live up to yours.
3. Practice good faith and fair play. Never go over the head of the foreman or any other supervisor.
4. Try to understand the other side's point of view, but never lose sight of your own position.
5. Don't brag about victories over management. Give the other fellow a chance to save face--you may want to save yours, someday. (Canadian Union of Postal Workers, 1978, p. 8)

The Oil, Chemical and Atomic Workers Union offer a philosophical viewpoint of stewardship, providing "The Steward's Creed" which states implicitly:

> I believe that I am responsible to the men and women who selected me as their steward. I will represent them without playing favorites in any way whatsoever.
>
> I will investigate each complaint and if it is truly a grievance, I will give it my complete attention. I will do my level best to win it for the union and for the individuals immediately involved. If it is not a grievance, I will not lead the persons involved to expect results which cannot be obtained. I will patiently explain why the complaint is not a grievance.
>
> I believe that the power of our union to win gains for its members will depend on how well informed and active the members are. Therefore, I will do my part in educating and activating those I represent.
>
> I will at all times discharge my obligation to the best of my ability. (O.C.A.W., 1978, p. 2)

The Canadian Labor Congress stresses the sociological and procedural aspects of stewardship. Accordingly, a steward is:

1. Fair--listening to all points of view carefully;
2. Friendly--prepared to listen to the members' complaints, problems, successes;
3. Enthusiastic--able to involve people in the union through sheer enthusiasm, participation and leadership;
4. Courageous--knowing when to tell members they are wrong and saying so (politely); standing up to management when labor has a point to make and vice versa, standing up to labor when they are wrong;
5. Efficient and effective--secures the facts and seeks justice in a fair manner with the least delay possible;
6. Knowledgeable--knows and understands: (a) contract and labor laws; (b) union constitution and by-laws; and (c) members and supervisors as individuals. (Canadian Labor Congress, 1978, pp. 9-10)

The Canadian Union of Postal Workers Manual illustrates the legal aspects of stewardship through responsibility and application of knowledge, as follows.

Job Description: (a) he is to protect the rights of the workers; (b) he is to enforce the provisions of the collective agreement; and (c) he is to strengthen the union and build support for the program of the union.

Knowledge Required: (a) full knowledge of the collective agreement is essential, otherwise the steward is not functioning effectively; (b) labour legislation: The Labour Act, The Worker's Compensation Act, Unemployment Insurance Act, Manpower Legislation; (c) his own union: policies, rules, regulations; (d) management: its policies, rules, regulations; (e) labour history: the influence from Britain and the United States, the early outlook of the craftsman, the coming of the industrial form of organization, and labour legislation from the year 1800; (f) purposes and structures: (i) The Canadian Labour Movement--The Canadian Labour Congress, Provincial Federation of Labour, Local Labour Council, international unions, and national unions; (ii) Problems of labour today: the need to organize, education in the Labour Movement and political awareness. (Canadian Union of Postal Workers, A Manual for Shop Stewards, 1979, pp. 27, 28)

From available literature, the steward as a spokesman and grievance processor, is superbly illustrated by the International Brotherhood of Pulp, Sulphite and Paper Mill Workers, as follows:

Job Description: (a) settle grievances; (b) eliminate phony grievances; (c) enforce the contract; (d) check working conditions; (e) enforce labour legislation; (f) keep written records; and, (g) be heard and seen.

Knowledge Required: (a) proper grievance handling; (b) how to analyze a grievance; (c) meaning of contract clauses; (d) health and safety hazards and standards; (e) applicable labour laws; and, (f) decision making.

Knowledge Applied: (a) check all available facts before taking an issue to management; (b) prepare your case so that it is clear, complete, and precise; (c) be careful to observe all contract requirements on grievance procedures; (d) in dealing with your foreman be business-like, polite, firm; do not by-pass him or let him by-pass you; do not bully or threaten him; demand respect; and, (e) follow through all the way to final settlement. (International Brotherhood of Pulp, Sulphite and Paper Mill Workers, 1978, p. 21)

Heavy emphasis is placed on the steward as an organizer by the International Brotherhood of Pulp, Sulphite and Paper Mill Workers, providing the following:

Job Description: (a) organize unorganized, goal 100 percent; (b) greet new employees; (c) collect dues; (d) collect check-off authorizations; (e) urge attendance at meetings; (f) develop membership participation; (g) combat anti-union activities; and, (h) make daily contacts.

Knowledge Required: (a) real objections of non-members; (b) who's who in your department; (c) dues-standing of each member; (d) union reasons for security; (e) democratic nature of union; (f) various committee needs; (g) who's bucking union and why; and, (h) being friendly makes friends.

Knowledge Applied: (a) respect the sincerity and opinions of every worker; (b) treat all alike regardless of race, creed, color or political belief; (c) protect the interest of the non-union worker as diligently as you may defend the union member; (d) recognize that your union is a voluntary association of free workers--solid support can only be won through reason and persuasion; and, (e) keep everlastingly at it. (International Brotherhood of Pulp, Sulphite and Paper Mill Workers, 1978, pp. 22, 23)

As may be expected, the Canadian Labor Congress believes the importance of education in leadership to be foremost in stewardship, and provides this outline of the steward as an educator:

Job Description: (a) keep members fully informed; (b) discuss and explain policies; (c) tell about union counselling; (d) clarify trade-union objectives; (e) explain legislative programs; and, (f) interpret labour legislation.

Knowledge Required: (a) informed members are loyal members; (b) union activities; (c) social and federal agency structure; (d) union history; (e) how laws are made; and, (f) how labour laws operate.

Knowledge Applied: (a) make personal contacts daily...ask for ideas; (b) hold regular department meetings; (c) distribute union periodicals and literature...check mailing lists; (d) enlarge your own knowledge by attending classes whenever available and share this knowledge with your fellow members; and, (e) keep your communication lines open...invite criticism, suggestion and full discussion. (Canadian Labor Congress, 1978, p. 14)

The Canadian Labor Congress provides this outline of the steward as a leader:

Job Description: (a) work for the group welfare; (b) fight for what is right; (c) act promptly and decisively; (d) establish friendly relations; (e) hold no grudges; (f) discourage factional bickering; (g) be seen and heard; (h) develop teamwork; and, (i) lead instead of drive.

Knowledge Required: (a) long-range aims of the union; (b) think before you act; (c) actions speak louder with works; (d) the other fellow has a point too; (e) you can't win them all; (f) why people disagree; (g) cooperation means success; and, (h) you can drive a horse to water but you can't make it drink.

Knowledge Applied: (a) know the facts--read, discuss, review, revise; (b) involve the entire crew; (c) give credit where credit is due; (d) ask for advice and help--you can't know everything; (e) keep your word, deal fairly without partiality, the Golden Rule is still the best rule ever written. (Canadian Labor Congress, 1978, p. 16)

Possessing a written record of key incidents provides the steward with decision-making knowledge. The Canadian Union of Postal Workers strongly advocates that the steward have ready access to:

1. The Collective Agreement, which must be known precisely: (a) entire clauses word-by-word; (b) their relation to other clauses, and to the contract as a whole.
2. A list of members on your shift: (a) home addresses; (b) phone numbers; (c) seniority date; (d) job classification; and (e) qualifications and training.
3. Membership application cards for new employees.
4. Pencil and paper in the event of complaints or grievances. Getting the information down immediately is essential; do not rely on memory.
5. National Grievance Investigation form. If you fill the National Grievance Investigation form out immediately, there is less chance the facts will become confused or forgotten.
6. Union Constitution and By-Laws. A question about union procedures can best be answered with the facts in front of you. (The Canadian Union of Postal Workers, 1978, p. 3)

The Grievance

The Canadian Labor Congress defines a grievance as:

> A grievance is a complaint against management by one or more employees, or by a union, concerning an alleged breach of the collective agreement, an alleged violation of provincial or federal legislation of company rules, or an alleged injustice. (Canadian Labor Congress, 1978, p. 9)

Grievances grow out of problems, dissatisfaction, complaints and hopes of the membership. By their very nature they involve the employee in day-to-day unionism. While no one likes grievances, they are an opportunity to involve people in the union and to show in a real, visual manner the strength of the union. Since the grievance occurs on the job the steward should be the first person to know about it and to take action on it.

The following are typical grievances which arise from time to time, compiled by the Oil, Chemical and Atomic Workers Union: (a) violation of seniority; (b) improper recall; (c) pay shortage; (d) supervisors bargaining on unit work; (e) safety hazards; (f) improper transfer; (g) firing without just cause; (h) abusive supervisor; (i) improper classification; (j) coercion and intimidation; (k) favoritism; (l) penalty overtime; and, (m) violation of labor and compensation laws.

The above are not exclusive, but are offered as guide-posts to help determine what is a grievance, so that

the grievance machinery will not get burdened with personal gripes. (Oil, Chemical and Atomic Workers, 1978, p. 11)

The initial procedural steps in handling the grievance are provided by the Canadian Labor Congress:

1. The aggrieved worker should come to the steward, and provide full details of the grievance.
2. The steward is concerned with facts. He should make an independent investigation of the details concerning the grievance.
3. The steward should then take this matter up with the foreman, with a view to having the grievance settled to the satisfaction of the aggrieved worker.

The steps in the "grievance procedure" generally are:

1. As described above.
2. To the Superintendent - either the Chief Steward, the Grievance Committee, or the Executive Committee meet with the Superintendent to try to settle.
3. To a top Management Official(s) - often the union representative accompanies the Union Committee at this meeting with top management.
4. Arbitration - the decision is final and binding.

The eight important "W's" of a grievance, used by the Canadian Labor Congress, provide a complete grievance format:

1. *WHO* - is involved in the grievance? Name(s); work location; position classification; branch or division. The

supervisor or management representative who made this a grievance. Include all reliable witnesses.

2. *WHEN* - did the grievance occur? Date; time; and location. On what day and what time did the act or omission take place which created the grievance?
3. *WHERE* - did the grievance occur? Exact location; department; work station, etc.
4. *WHY* - is this a grievance? What has been violated? Contract; supplement; past practice; law; rulings or awards; personal rights; etc.
5. *WHAT* - happened that caused the violation? Improper promotion or transfer; poor working conditions; unjust harassment; discrimination, unsafe practices, etc.
6. *WANT* - what adjustments are necessary to completely correct the injustice to place the aggrieved in the same position they would have been had the grievance not occurred? *Ask for redress in full.*
7. *WHOA!* - review your case. Do you have *all* the facts? Have you checked your agreement carefully? Is your argument as good as it can be?
8. *WRITE* - the answers on paper. Do not trust the memory. Select only appropriate contract sections. Keep the facts straight. (Canadian Labor Congress, 1978, pp. 34-36)

Documenting the findings is not emphasized by all unions. The following appears highly pertinent, according to the Canadian Union of Postal Workers:

1. Written details are not overlooked or forgotten.
2. Recorded facts are better evaluated, as they describe actual situations.
3. Settlement is recorded for future reference, establishing precedences. (Canadian Union of Postal Workers, 1978, p. 10)

Batstone strongly emphasizes records of past settlements may guide the handling of similar future grievances. Thus, they build up a valuable addition to the original contract. The record shows which types of grievances are usually won or lost. This helps fill in loopholes when a new contract is drafted. In times of stress, the steward's personal written record of leadership--anecdotes, strike notes, informal negotiations, bargaining--becomes part of a document war. Often the steward's record is the only reliable written record available in court cases directly leading to legal decisions and new policy formation. Company records are payrolls, work schedules, equipment lists, and costs analysis. None of these are conducive to supplying accurate information on disputes. (Batstone, 1978, p. 143)

Involvement of the worker in the grievance procedure is essential. The Canadian Union of Postal Workers offer this advice: As a steward, by taking the worker with you to the foreman, you can check the foreman's story; the worker

sees his case presented and gains union confidence; both sides of the story are cross-checked for accuracy as the foreman is confronted (C.U.P.W., 1978, p. 10).

How the Case is Prepared

The Canadian Union of Postal Workers offer the following advisory preparation format.

1. Get *ALL* the facts. When convinced that the worker has good grounds for a grievance, the steward collects all the facts and checks them. Check up m[illegible]s checking on the whole situation: (a) work area; (b) machine and job; (c) other workers; and (d) other shifts. If the grievance involves seniority, the seniority list is checked. On a rate grievance, rates from other departments are compared.
2. Checking the Contract means specifically checking sections that deal with this type of grievance. A grievance is like a detective story--one must sift all the evidence before arriving at a conclusion. After all the facts have been checked, the case is presented to the foreman orally. If not settled then, it becomes a first step grievance when presented to him in writing (Canadian Union of Postal Workers, 1978, p. 11).

Two sample grievance forms are enclosed--The International Brotherhood of Boilermakers and the United Nurses of Alberta (see Appendix D). In each case, necessary pertinent facts are accurately recorded, with allowance for detailed descriptions where needed. The suggestion is to

use both forms, for complete clarity. Peach *et al.* state emphatically, "violations must be proven." Dates, times, places, names and phone numbers must all be documented. Witnesses are often helpful in establishing proof (1975, p. 194).

The Canadian Labor Congress stresses that paying attention to the following details will help win grievances and the support of the membership:

1. Do not short circuit the grievance procedure;
2. Stick to the facts and exclude unessentials;
3. Do not lose your temper, as hot tempers generate undesirable responses;
4. Listen carefully to what others say, as differences complete the picture;
5. Do not bluff or threaten, because false fronts usually crumble;
6. Do not permit stalling, push for solution and closure of the case;
7. Do not horsetrade, as this destroys the case;
8. Attempt to settle grievances at the lowest step, as complications set in at later stages;
9. Do not argue with the employee in front of management, a united front is necessary; and
10. Keep the employee informed about the progress of the grievance (Canadian Labor Congress, 1976, p. 45).

The Changing Work Ethic

Davis reports that in Maslow's hierarchy of needs, the worker in advanced society will express the needs of "esteem and self-actualization." The higher need must find expression in the work place. If it does not, a wreckage of concensus will be expressed through sabotage (1977, p. 181). Murphy reports that some workers express deviant behaviour in the "pursuit of kicks," seeking contact with ultimate values and a rebirth of self through activities and symbols with which to restore or find new identity. Hence the above results in: wildcat strikes, slowdowns, absenteeism, employee turnover, low production, grievances, and sabotage. Sabotage is a distortion of the craftsman's signature. This is the worker's way of asserting individuality in a homogenous world (1978, p. 292).

The good steward aware of these implications will understand, and be able to represent his workers more equitably. Unions and work groups are expressing this awareness by developing courses on stewardship. Batstone *et al.* (1977, p.376) state: "The membership expects the steward to provide leadership and to maintain group unity in times of change and stress." He must be committed to his members to be able to carry out their wishes. He must be able to maintain a balance between keeping his members well informed and not being fooled by management. "The strong steward upon confronting management will make a strong positive statement, 'the men are on my back,' versus, 'the wishes of the men.'" The steward who knows his role and plays it well will make

reference to leadership, agreements, and will have a deep understanding of organizational politics. He will facilitate the manipulation of rules to accommodate choices without making the web of rules a total farce. He will foster a consciousness of union principles, providing a combination of ideology and pragmatism, a balance of ideal and reality. The efficient steward is a part of the quasi-elite. This is reflected less in formal position than in the ability to achieve one's goals and to influence others accordingly.

Changing work ethics produce changes in worker behaviour. Chamblis cited this "New Facism" (1973, p. 193). This is best exemplified in the modern world of organizations, e.g. OPEC, postal workers, where aggregate interests prevail over larger mega-ethics of world and societal needs. This "New Fascism" is ruled by consensus residues of opinions, needs, ideals, desires, selfishness, self-interests, group compromise and unity--all in the name of democracy versus conditions in society that these groups do not wish to tolerate. Rand (1969) observes that with this new work ethic a constant stream of winners and losers is apparent. The disfavored victims of these games of chance are usually helpless publics, becoming meaningless pawns in games of power. Naturally, abuse and hysterical hatred follows. Some present examples are: Iran, Gautemala, Indo China, Viet Nam, El Salvador, Poland, Cambodia and Afganistan. The rules of the game are changed through "wreckage of consensus" (Rand, 1969, p. 210). On a large scale, Cuba, U.S.S.R., C.I.A. apply anti-ideology

to achieve their ends. A recent example is OPEC raising oil prices unduly beyond consensus. Similarly, "compromise consensus," where management becomes not the enemy but a partner, is evident. A most recent example is Syncrude. In this manner, large sums of public money came under company control. The new partners of Syncrude, being the government, now have a vested interest to see completion and success. In these prevailing conditions, the steward must realize that union ideals are not necessarily personal ideals, with leadership and solidarity essential in difficult times and situations. Unions possess a primary ethical position, providing consensus or opposition when needed to arrive at equitable solutions to changing problems.

Davis (1977) points out that psychological hedonism merges with ethical hedonism. Pleasurable identification with the work group is more important than work itself, or getting the job done. Work is considered a painful experience offset by pleasurable group associations. Many workers consider group associations a very important factor of work conditions. Work is treated as a social system in the Hawthorne Studies (Davis, 1977, p. 23). The work activities of the group, according to Landy *et al.* (1976), are viewed as manifestations of a complex pattern of interrelationships. The individual affects the group through interaction between himself, group members and characteristics of the organizations. This behaviour is directly affected by conflict, stress and approaches used in decision making. The span of

control of supervision and management diminishes or disappears in the informal group setting, e.g. coffee breaks, bars, work chats (Landy *et al.*, 1976, pp. 414,432). Baldridge (1975) points out that the astute or rabble rousing individual, the self-styled philosopher king or queen will hold court on various issues, producing opinion aggregates which can directly affect work. Such workers are change agents who can change the face and image of work situations. Such change becomes self-energizing and self-reinforcing. Systemic changes are most powerful and useful through direct manipulation of organization variables. The good steward will provide a good worker profile through his own examples of work, and that of his fellow unionists. He will capitalize on ideas and leadership situations within his work group to understand and improve the work situation (Baldridge *et al.*, 1975, p. 92).

The Upjohn Institute (1978) lists the most oppressive features of work: (a) constant supervision and coercion; (b) lack of variety, monotony; (c) meaningless tasks; (d) isolation; (e) little discretion in work and schedule; (f) careers blocked and made chaotic; and (g) locked-in jobs, status, sex, race, age, financial constraints, dead ends. To combat oppressive work, the Upjohn Institute recommends the following reorganization to combat all alienation and sabotage:

1. Shifts organized into flexible work groups, each responsible for production in an assigned work area:

(a) organization and responsibility without supervision; (b) each worker to be given the opportunity to learn all the tasks through job rotation and mutual aid; (c) worker decision to increase competence and varia tion; and (d) a bonus system according to number of jobs in a plant a worker is able to do (p. 102).

2. Decision making for workers to reduce alienation and frustration to: (a) create their own production methods; (b) use their own internal distribution of work; (c) recruit their own numbers; (d) name their own leaders for their work sections; (e) decide what additional tasks to take on; and (f) decide when they will work (Upjohn, 1978, pp. 102,103).

Some of today's rebels of the workplace consist of: blue collar, white collar, young workers and women. In general, all four groups rebel against monotony and dehumanizing effects of mechanized and cybernated work. All of the working groups are concerned about economic and job security, but will change jobs for more fulfilling and self-actualizing positions. All groups are concerned with the obsolescence of the individual, challenging authority with a new antiwork ethic. In particular, jobs that have nothing but money to offer are vigorously challenged. A similar counterculture is evident in management. Frustrated management will exhibit feelings of deviant compensatory behaviour. Their feelings of inadequacy are expressed through alcoholism, bullying and extra-marital affairs. The young and the

educated have higher expectations of work. Through higher learning all authority is being challenged; these people demand a voice in setting goals of the organization. There is a distinct shift of loyalty from the work organization to the peer group, task and discipline (Upjohn, 1978, pp. 18-42).

Canada Manpower and Immigration (1974) reports that Canadians are generally committed to work. They are selective about work choice and will change jobs for betterment in finances, work conditions and personal job relations. General motivations for work are income and ideal working conditions. Of lesser importance are job security, promotion, pay, hours of work, and fringe benefits. Of greater importance are the following: (a) enough authority and information to do the job; (b) interesting work; (c) opportunity to develop several abilities; (d) friendliness of coworkers and supervisors; and (e) seeing the results of one's work (Canada Manpower and Immigration, 1975, pp. 30-31).

Jenkins elaborates on four ingredients of alienation: powerlessness, meaningless, isolation and self-estrangement. The most important human need satisfied by work is the need for creative accomplishment of some task in a relatively free atmosphere, together with some recognition of the accomplishment. In the U.S.S.R., the Abkhasians believe that "work is vital to life;" an Abkhasian is never retired. Medically, work habits coincide with longevity. The Kibbutz in Israel solve alienation and work estrangement through having people change jobs and supervisors, thus developing

new skills for a better overall viewpoint and involvement. Norway uses autonomous groups to develop dynamism and momentum of abilities. In Yugoslavia, self-management of all workers and farmers has increased production equivalent to North American production. China has a system of "May Cadre Schools." Upper level bureaucrats and executives get their lives enriched by carrying out menial tasks alongside peasants and workers. Ralph Nader sums this up by saying, "This synthesizes managers to real workers' needs." The opposite to the above are also evident, due to cultural variances in countries with authority traditions. Puerto Rican and Mexican workers have no desire to partake in democratic decision making. Their opinion is that management must be ignorant to consult with workers. "This is bad management" (Jenkins, 1974, pp. 238-290). As a result, workers quit to work for more authoritarian companies.

The good steward must, of necessity, have a good understanding of work--alienation, fulfillment, self-actualization through individual and group processes in the workplace. He will then understand why workers work at different rates of enthusiasm, and why work alienation can become a problem in so-called ideal conditions. It is the steward's job to recognize these factors before they become rabid, and to discuss with and suggest solutions to his counterpart--the foreman. In working directly with the foreman at this level, communications are facilitated and unnecessary red tape is circumvented. The ideal is to

create unity and harmony between workers and to form a cohesive, functioning social system. When a worker finds dignity in work, he finds dignity in himself.

Working Conditions of the Steward

Regardless of whether the steward finds himself in a field or floor situation, the members' expectations of the steward remain the same, according to Batstone *et al*. These expectations are: (a) lead, maintain unity; (b) carry out members' wishes; (c) be committed to his members; (d) keep members well informed; and (e) not be fooled by management. Similarly, regardless of steward situation, a supportive role is expected of the steward: (a) protect and defend members; (b) limit management behaviour; (c) represent members; (d) ensure fairness; (e) pursue union principles; and (f) improve wage-effort bargaining (Batstone *et al*., 1977, pp. 112,121).

Hinton (1973) summarizes that, historically, workers were kept in a servile state, be it field or floor conditions. With needs for excessive production, workers were pushed to unrealistic limits during production of war equipment for World War I and World War II. In both instances, a need for worker representation arose to free workers from the servile state. In World War I, Lloyd George, Prime Minister of Britain, used conscription to remove leaders and provide military control of industry. The confrontation between workers, management and government was bloody and

politically disastrous for the government in power. Workers united politically to defeat the government. The strike has since remained as the only ultimate and final right of the worker to prevent the coming of absolute chattel slavery. As a result, stewards were allowed to handle grievances for the speed-up and exploitation of war production. Similar developments took place in Germany, U.S.S.R., U.S.A. and other countries (Hinton, 1973, pp. 95-137).

Stewards, be it floor or field conditions, have worked hard to gain improved conditions of image and work. The geneology of the steward may be traced to the remote origins of chapel organizations among working printers and the pit committee of the miners' union (Peck, 1963, pp. 21-24).

The field steward is a steward assigned to an outside or field job. Working conditions decide a steward's power and influence. Due to the nature of the working conditions, the field steward enjoys power a floor steward does not. Season, weather, time limits, transportation modes and distances, and skilled labor shortages dictate that management will try harder to keep workers happy and prevent strikes. Due to the changing social structure of workers coming and going, a field situation may be harder to organize. However, a field strike is always costly to management. Hence, at all costs, management avoids strikes and will concede to steward demands more readily. Rudolf (1976) emphasizes that, regardless of working conditions, the impact of work environment is directly dependent on

cohesiveness and autonomy of the work group. This is highly dependent on steward leadership, regardless of environment, arrangement and spacing, authority and status systems. It is up to the steward and his counterpart, the foreman, to structure cohesive social working environments, producing congruent, satisfying results (Rudolf, 1976, pp. 29-70).

The floor steward is an inside worker, working inside a building or shop. He is not subject to the whims of weather as an outside worker is. Undoubtedly, because of workforce stability and less change, the floor steward will enjoy better union organization and worker solidarity. Because of this solidarity, management seeks greater cooperation with workers. However, the workers in the floor or shop situation are more subject to the whims of management. As a result the floor steward will concede more to management demands than the field steward might.

Conclusions and Implications for Stewards

In view of the foregoing change factors, Jenkins (1975) strongly advocates that:

1. Work may be redesigned, simplified and automated, providing that: (a) there is assurance of job stability and pay; (b) no changes take place without worker consultation; (c) the worker must know where he fits into the system; he must identify his function to the finished product; and (d) allowances are made for cultural variances;

2. Stewards must allow for the following in the workplace: (a) self-actualization and self-esteem; (b) individual input, group input, foreman direction; (c) group decisions providing the pleasure of association and sharing; (d) worker research, planning, project selection, completion; (e) self-evaluation and quality control; (f) group projects--buddy system; (g) praise, correction, little condemnation; (h) use of outlines, modules, gestalts--mental planning; (i) define expectations showing small direction steps; (j) consider cultural and community variances; and (k) use reward and recognition systems, "praise".

Albert Camus sums the matter well: "Without work all life goes rotten. When work is souless, life stifles and dies." The good steward realizes that self-actualization is part of the work process. Each worker must achieve self-esteem, or expression may take deviant forms (Jenkins, 1975, pp. 282-304).

The steward must be courageous to be able to stand up to management and not be cowed when grievances require examination. He must be symmetrical in his viewpoints, not be one-sided, but be able to see management's side as well as labor's. He must also realize what are legitimate, true grievances, and not be fooled by workers, by taking on petty and useless issues. The place of the worker in the work situation must be accurately assessed, for correct placement evaluation of worker and system. Allowances and corrections

will most often alleviate disharmony and dysfunctions in the working group. In knowing personal backgrounds of the workers, the steward will better assess and advise his fellow workers in future stressful incidents, so if work does become souless, preventative measures may prevent further deterioration. This is the type of cooperative labor and management strategy that prevents strikes, slowdowns and sabotage.

Summary, Chapter Two

Work is essential to human development, existence and longevity. The historical importance of work is recorded in the Bible through its many parables on the subject. The Middle Ages and the Reformation reflect religious concerns of work--successful work and charity was an index for salvation. During the Industrial Revolution with philosophical clarification of the work theme, work became a calling and a moral duty.

Labor Unions have been in existence in Canada since the early 1800's. In 1872, Toronto Printers mounted a vigorous campaign for the nine-hour day and the 54-hour week. Union and labor organizations became part of the Canadian Scene. Since then, legislation has been won, regulating work, time, compensation, pensions and unemployment insurance. Two-thirds of the Canadian labor force is not unionized, creating a dangerous perceptual division among Canadians. Both business and government are not eager to

see all of labor organized as control of work could pass from the hands of management and government into that of labor.

Stewards are persons sensitive to worker rights. Power of the steward can be manifest, latent or value-based. As a link between labor and management, the steward is a counterpart of the foreman, intervening on the first level between workers and the employer. He further negotiates organizational behaviour conducive to resolve conflict and to produce working harmony. Steward manuals in Alberta vary in their emphasis of stewardship--businesslike, philosophical, sociological, legal, spokesman, organizer, adversary, educator, leader. Similarly, definition of grievances and the procedural aspects of handling these vary widely, as does documenting the evidence for a grievance. There appears to be little consistency between unions on the matter.

The changing work ethic produces changes in perceptions of work. The good steward must foster a consciousness of union principles, providing a combination of ideology and pragmatism, a balance of ideal and reality. Changes in worker behaviour produce new expectations, some of which may be impossible to meet. Frustration in goal failure is expressed through wreckage of consensus. Psychological hedonism merges with ethical hedonism, as work places become social systems subject to the normal strains and stresses of small groups. Work must be meaningful and self-actualizing to be successful with the individual and group involved in work decision making. When work is souless, work consciousness

in the workplace stifles and dies.

Periods of social stress produce responses in the workplace to cope with changes. During high production periods of armaments, stewards emerged as members of the quasi-elite, sharing in labor management with their counterparts--the foremen. If stewards did not exist, it would be necessary to invent them.

CHAPTER III

RESEARCH METHODOLOGY

The research was applied and action oriented. The main focus was on immediate application, with emphasis on the here and now in the work setting. The work setting may be: (a) field job; (b) shop floor; or (c) office and service industry. The findings were evaluated in terms of applicable standards, with the major purpose being to improve steward practice and profiles.

Population

The target population consisted of all stewards in various trades and services who agreed to participate in the study. This was obtained in the Edmonton area--estimated 1,000 stewards, Department of Labor. This was essential for a complete and composite steward profile to emerge. In encompassing several major trades and unions, cross-reference became available, producing a complete steward profile applicable to all unions.

The general idea was to obtain at least 100 samples. The actual number obtained was 120.

Techniques

Techniques to obtain this sample were:

1. Request union personnel to administer the questionnaire;
2. Visit job sites, shops, picket lines to interview active stewards, past stewards and workers who completed steward courses; and
3. Interview retired stewards.

A systematic approach was attempted by interviewing stewards in union halls, industry, field jobs, shop jobs, on picket lines and meeting them personally in their own homes. A total of 30 unions are represented here. This is out of a possible estimated 50 unions (Edmonton area, Department of Labor).

Field-job stewards were reflected by these unions, working out in the fields on outside jobsites: Boilermakers, Bricklayers, Carpenters, Insulators, Ironworkers, Laborers, Machinists, Millwrights, Oil Chemical and Atomic Workers, Operating Engineers, Sheetmetal Workers, and Teamsters.

Shop-floor stewards were reflected by stewards in the following industrial businesses, located in the city of Edmonton: CESSCO, Commercial Printers, Coneco, Dominion Bridge, DRECO, Industrial and Road, IPSCO, Mack Truck, Northwest Spring, R. Angus, Tubeco, Turbo, Westeel-Rosco. These were stewards who worked indoors or in yards adjacent to the business concerned. Their activities were essentially floor activities conducted within a workspace inside or adjacent to a building.

Service stewards consisted of: AUPE - Alberta Union Provincial Employees; CUPE - Canadian Union Public Employees; CUPW - Canadian Union Postal Workers; UNA - United Nurses of Alberta; and ATA - Alberta Teachers' Association. Service stewards are involved in essential service jobs, as is reflected by the above.

The Instrument

Questionnaire ONE consists of a Likert Scale[1] to measure the relative importance of steward concepts (C.U.P.W. Steward's Manual, 1978; Steward's Manual C.U.P.E., 1978). The findings are summarized into table form and shown on the following page as a bar graph.

Questionnaire TWO is a modified Likert Scale[2] allowing differentiation between opposite values of steward concepts. The findings are listed in table form and converted to percent, illustrated on the following page as a broken line graph, showing the profile. The concepts came from the above mentioned manuals.

Questionnaire THREE is based on value questions, where the most important concept is selected. A table consolidates the findings, shown as percent on the following bar graph (Canadian Labor Congress, Steward's Course, 1978).

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[1] J.W. West, Research in Education, (New Jersey: Prentice-Hall, Inc., 1970), pp. 176,179.

[2] A.P.A., Publication Manual, (Baltimore, Maryland: Garamond-Pridemark Press, Inc.), p. 50.

Questinnaire FOUR is the critical factor approach. The general idea is to include information not covered by the previous questionnaire (Boilermaker's Union, Steward's Manual, 1978).

All four questionnaires were closely examined to eliminate duplication of concepts or questions in an attempt to provide preciseness and completeness. A further attempt was made to keep the questionnaire as short as possible, yet retain interest in the subject.

QUESTIONNAIRE AFTER REVISION IN PILOT STUDY,
AS USED IN THE FINAL STUDY

A. What importance would each of the following have in a steward's job? Use one check mark for each question.

Item	Most Important	Very Important	Important	Lesser Importance	Not Important
Personal Power	____	____	____	____	____
Being a Spokesman	____	____	____	____	____
Being a Detective	____	____	____	____	____
Responsibility	____	____	____	____	____
Grievance Procedure	____	____	____	____	____
Training as a Steward	____	____	____	____	____
Team Work	____	____	____	____	____
Group Welfare	____	____	____	____	____
Hearing Complaints	____	____	____	____	____
Confidence	____	____	____	____	____
Work Knowledge	____	____	____	____	____
Seniority	____	____	____	____	____
Labour Law	____	____	____	____	____
Contract Violation	____	____	____	____	____
Contract Interpretation	____	____	____	____	____
Numerical Values	5	4	3	2	1

B. Semantic differential question. Use one check mark for each question as pertains to

YOUR STEWARD

	5	4	3	2	1	
1) Friendly	___	___	___	___	___	Unfriendly
2) Helpful	___	___	___	___	___	Not Helpful
3) Hardworking	___	___	___	___	___	Does not like work
4) Worker's man	___	___	___	___	___	Management's man
5) Leader	___	___	___	___	___	Follower
6) Key person	___	___	___	___	___	Nobody
7) Counterpart of foreman	___	___	___	___	___	Foreman's buddy
8) Responsible	___	___	___	___	___	Irresponsible
9) Good listener	___	___	___	___	___	Great talker
10) Good communicator	___	___	___	___	___	Poor communicator
11) Active	___	___	___	___	___	Inactive
12) Fair	___	___	___	___	___	Unfair
13) Adjustment	___	___	___	___	___	Refusal
14) Justifiable facts	___	___	___	___	___	Unfounded Hearsay
15) Written Record	___	___	___	___	___	Memory Record

C. Check ONE of each of the following which you consider to be the MOST important in each group.

1. How do you feel about being a steward?

____ Powerful
____ Brave
____ Foolish
____ Responsible
____ Inadequate

2. What is the single most important quality a steward should have?

____ Knowledge of the contract
____ Not be afraid of management
____ Be expert in his craft
____ Human relations expert
____ Always stand his ground

3. Good relations between steward and foreman eliminates much red tape and facilitates decision-making between labour and management.

____ Ideas and problems are aired at the formation level
____ Worker opinion is available at this level
____ No interference from big unionism and big management
____ Steward and foreman can wheel and deal on issues
____ Decisions can be one-sided

4. Feather-bedding is a necessary part of unionism.

____ Keeps older workers on the payroll
____ Makes expertise and knowledge available to younger workers
____ Avoids unemployment and preserves the dignity of the workers
____ Creates a larger pool of expertise and knowledge
____ Preserves old biases and beliefs

5. A young worker can learn from the older worker.

____ Union principles
____ Bad habits
____ Work values
____ Future orientations
____ Craft skills

D. What is the ONE single most important factor causing difficulty in a steward's job?

Proposed Data Analysis

The importance of the steward's job is to be shown by a bar graph, based on percent. The semantic differential question is to be shown by a bar graph. The most important factor is to be illustrated by small individual bar graphs for each question. Critical factors will be classified to differentiate major types of incidents depicting conflict: absenteeism; assertiveness; communications; contract interpretation; management; qualifications of tradesmen; worker and work conditions; and safety. These are to be expressed as a percent of the total on a bar graph.

Summary

The steward manuals examined varied in their emphasis of leadership: legal, sociological, adversary, philosophical, political, businesslike, educator, leader. Concepts describing steward behaviour differ between unions. Meanings remain fairly constant, however emphasis varies considerably. Concepts for the questionnaires were chosen from various steward manuals to ensure a proper balance and a more complete conceptual framework, encompassing the role of the steward in the work setting. The general idea was to obtain an unbiased balanced questionnaire, emphasizing all steward action phases, although most manuals were very restrictive, emphasizing one area only. Information for the questionnaire came from several manuals, in each case covering all major concepts within that manual. Manuals were selected on

the basis of being complete and not repetitive of other manuals.

All union groups felt that leadership was always essential. Without leadership a work group is rudderless and easily pushed about by management. Unions emphasizing the legal aspect of stewardship were those who had former confrontations with management or government. The older unions were more stable and exhibited a distinctive and functioning social system. They emphasized the sociological approach with very high political predictability. These were also the groups that were philosophically based, were businesslike and considered education highly essential. The adversary position was the model used by the newest and least experienced union groups. The observations of the writer are that the totality of the above would produce a complete and very functional steward profile.

CHAPTER IV

FINDINGS

Method of Calculating Values

Percentage values were arrived at by assigning numerical values of 5, 4, 3, 2 and 1, ranging from important to not important. A percentage aggregate was then calculated.

The number of samples for each group is shown as N = ...

Example: Responses of field stewards, N = 42.

"Personal Power"

	Most Important	Very Important	Important	Less Important	Not Important	Aggregate
Placings	7	2	11	5	17	42
Values Added	7 x 5	2 x 4	11 x 3	5 x 2	17 x 1	210
Total	35	8	33	10	17	103
Aggregate Percent	$\frac{103}{210} = 49\%$					

Table 1

RESPONSES OF FIELD OR JOB STEWARDS

N = 42

What importance would each of the following have in a steward's job? Expressed in percent.

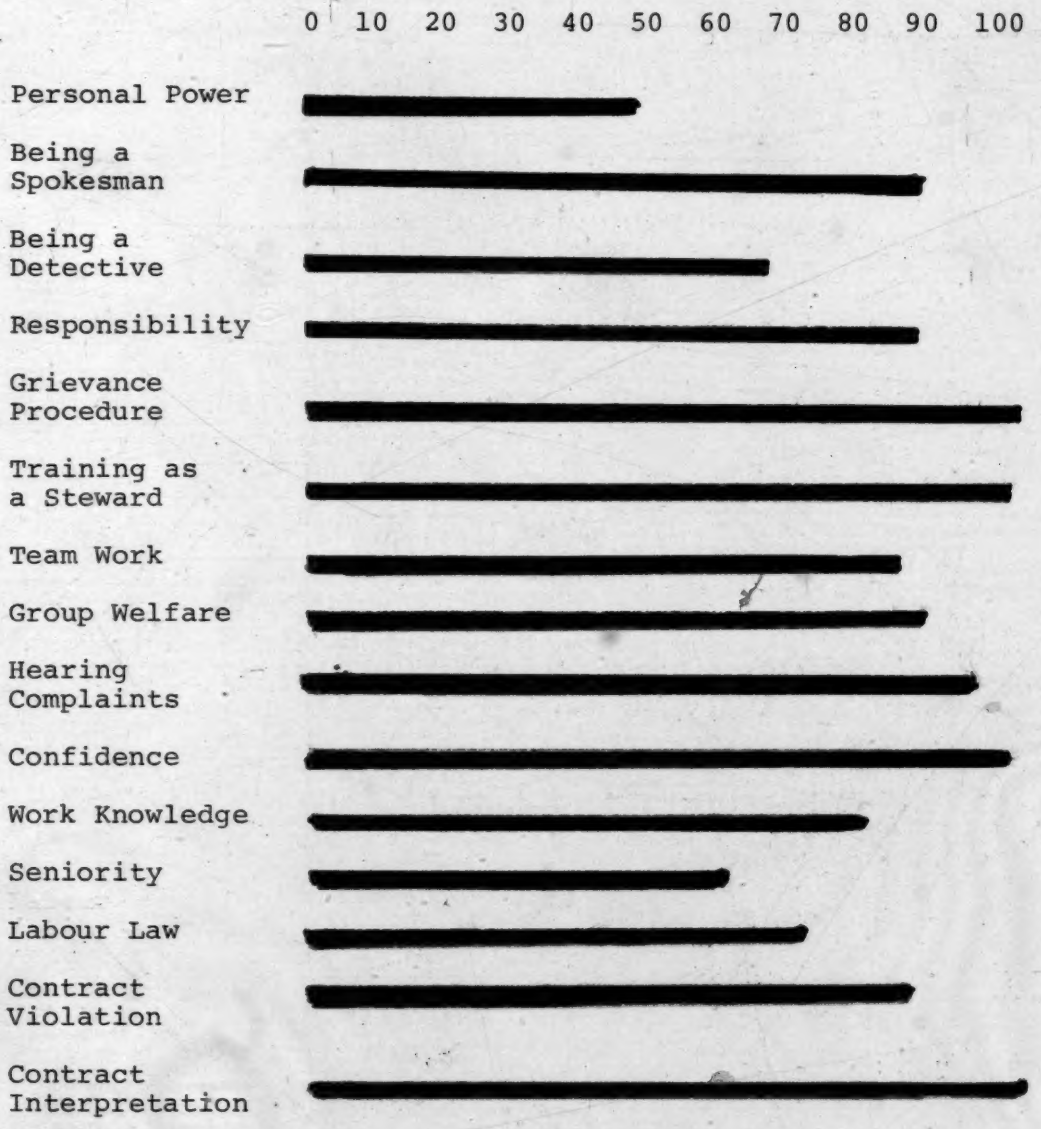
	Most Important- ant	Very Import- ant	Import- ant	Lesser Import- ance	Not Import- ant	Aggre- gate Percent
Personal Power	16.6% 7	4.7% 2	26.1% 11	11.9% 5	40.4% 17	49
Being a spokesman	50% 21	38.1% 16	11.9% 5			88
Being a Detective	9.5% 4	14.2% 6	76.1% 32			67
Responsi- bility	42.8% 18	52.3% 22	4.7% 2			88
Grievance Procedure	92.8% 39	4.7% 2	2.3% 1			98
Training as a Steward	80.9% 34	16.6% 7	2.3% 1			96
Team Work	54.7% 23	23.9% 10	11.4% 5	9.5% 4		85
Group Welfare	59% 25	28.5% 12	11.9% 5			91
Hearing Complaints	83.3% 35	9.5% 4	7.1% 3			95
Confi- dence	88% 37	9.5% 4	2.3% 1			97
Work Knowledge	38% 16	33% 14	28.5% 12			82
Senior- ity	4.7% 2	9.5% 4	76.1% 32	7.1% 3	2.3% 1	61
Labour Law	33% 14	2.3% 1	57.1% 24	4.7% 2	2.3% 1	72
Contract Violation	30.9% 13	57.1% 24	11.9% 5			84
Contract Interpre- tation	100% 42					100

Chart 1

RESPONSES OF FIELD OR JOB STEWARDS

N = 42

What importance would each of the following have in a steward's job? Expressed in percent using a bar graph.



- Each item is expressed as an aggregate percent value.

N = 42

Each is expressed as a percent of the total item.

Summary: Chart and Table 1

What importance would each of the following have in a steward's job? A 70+ response was considered significant.

Responses

Being a spokesman	90%
Responsibility	90%
Grievance procedure	100%
Training	100%
Team work	85%
Group welfare	90%
Hearing Complaints	95%
Confidence	100%
Work knowledge	80%
Labor law	70%
Contract violation	85%
Contract interpretation	100%

Five Most Important

Grievance procedure	100%
Steward training	100%
Hearing complaints	95%
Confidence	100%
Contract interpretation	100%

Steward training and confidence were complements of a strong steward profile. Hearing complaints in conjunction with correct contract interpretation leads directly into grievance procedures. Being friendly was given a lower rating, but is still significant. A steward must be approachable; being overly friendly can cause a steward to lose sight of his position and reasoning powers. He can become unduly influenced and be outright fooled by labor and management. Being a key person was given a rating of 60 percent. In a co-operative work situation the consultant,

superintendent, foreman and pusher are equal key personnel. The steward was thought of as being equal, not necessarily a key person. Adjustment was given a 60 percent rating. Not all complaints need to be adjusted, but all must be listened to. Being a leader was given a 67 percent rating; of necessity in a democratic work situation it was felt that a steward should also be a follower when leadership alternates are necessary.

Table 2

N = 42

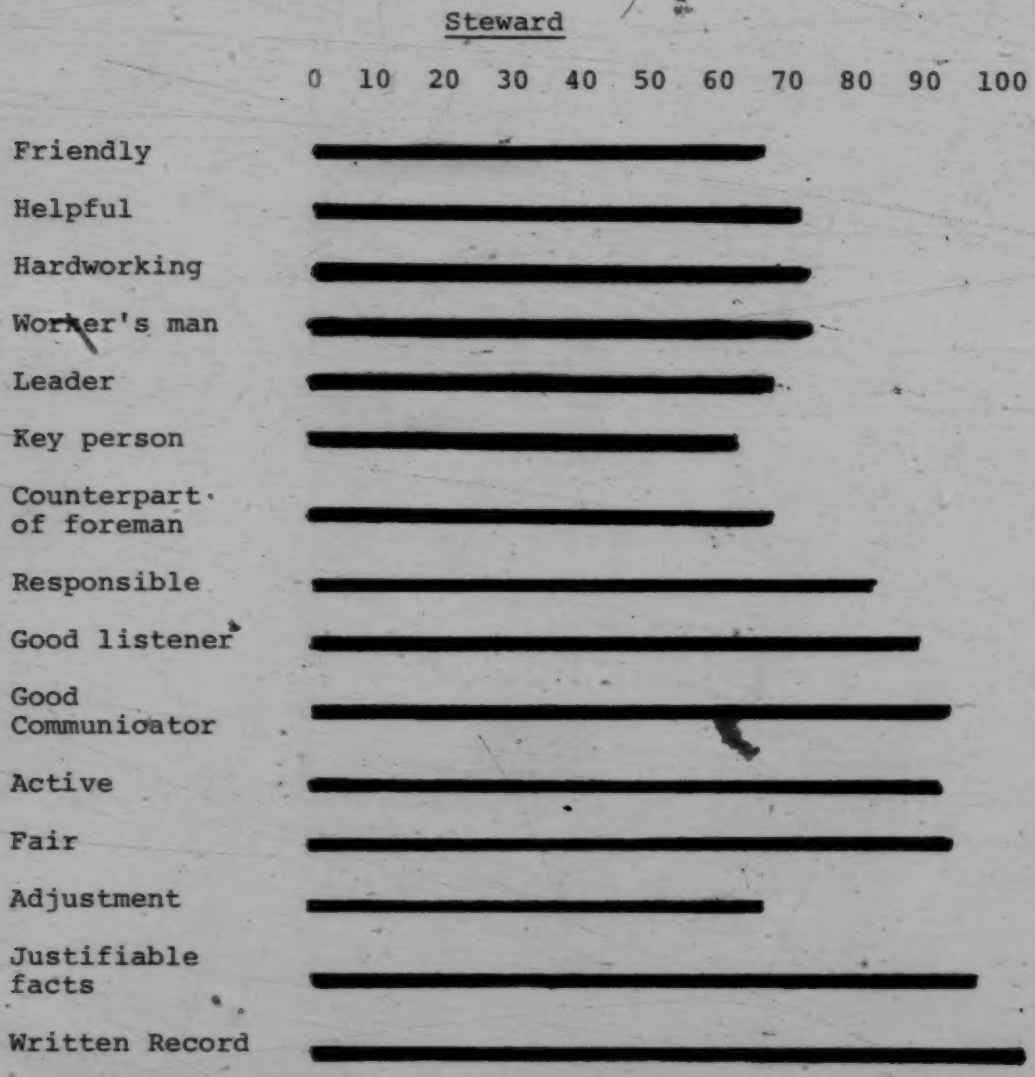
Semantic differential question. Field or job stewards. Expressed in percent.

	Steward					
	Most Important- ant	Very Important- ant	Import- ant	Lesser Import- ance	Not Import- ant	Aggre- gate Percent
Friendly	7% 3	24% 10	62% 26	5% 2	2% 1	66
Helpful	14% 6	34% 14	43% 19	7% 3		71
Hard- working	26% 11	19% 8	50% 21	5% 2		73
Worker's man	14% 6	26% 11	55% 23	5% 2		70
Leader	10% 4	31% 13	45% 19	12% 5	2% 1	67
Key person	10% 4	21% 9	31% 13	38% 16		60
Counterpart of foreman	10% 4	21% 9	59% 25	10% 4		66
Responsible	24% 10	62% 26	14% 6			82
Good listener	55% 23	26% 11	19% 8			87
Good com- municator	64% 27	36% 15				93
Active	55% 23	45% 19				91
Fair	64% 27	36% 15				93
Adjustment		17% 7	66% 28	17% 7		60
Justifi- able facts	74% 31	26% 11				95
Written Record	90% 38	10% 4				98

Chart 2

N = 42

Semantic differential question. Field or job stewards. Expressed in percent, using a bar graph.



- Eact item is expressed as an aggregate percent value.

N = 42

Each is expressed as a percent of the total item.

Summary: Chart and Table 2

Semantic differential question--a 70+ response was considered to be significant.

Responses

Helpful	71%
Hardworking	73%
Worker's man	70%
Responsible	82%
Good listener	87%
Good communicator	93%
Active	91%
Fair	93%
Justifiable facts	95%
Written record	98%

Five Most Important

Good communicator	93%
Active	91%
Fair	93%
Justifiable facts	95%
Written record	98%

A Steward must be helpful in difficult situations if his function is to be realized, 70 percent agreement. The general consensus of 73 percent was that being industrious and hardworking is an essential part of the steward image. Responsibility ranked 82 percent as being part of correct and decisive decision making, necessary for quick conflict resolution in the workplace. Being a good listener was 87 percent in close proximity with being a good communicator--93 percent. Good listening screens out irrelevances and detects genuine issues over which concern must be adequately communicated to management. Being a good communicator (93

percent) coincides with being active (91 percent) and retaining a high visible steward profile. Fairness was a very high priority along with justifiable facts (95 percent) as written evidence (98 percent) to prove disputes.

Table 3

Field or job stewards. Expressed in percent

Most Important Factor N = 42

1. How do you feel about being a steward?

2	Powerful	5%	40	Responsible	95%
	Brave			Inadequate	
	Foolish				

2. What is the single most important quality a steward should have?

3	Knowledge of the contract	7%
34	Not be afraid of management	81%
3	Be expert in his craft	7%
2	Human relations expert	5%
	Always stand his ground	

3. Good relations between steward and foreman eliminates much red tape and facilitates decision-making between labour and management.

32	Ideas and problems are aired at the formation level	76%
10	Worker opinion is available at this level	24%
	No interference from big unionism and big management	
	Steward and foreman can wheel and deal on issues	
	Decisions can be one-sided	

4. Feather-bedding is a necessary part of unionism.

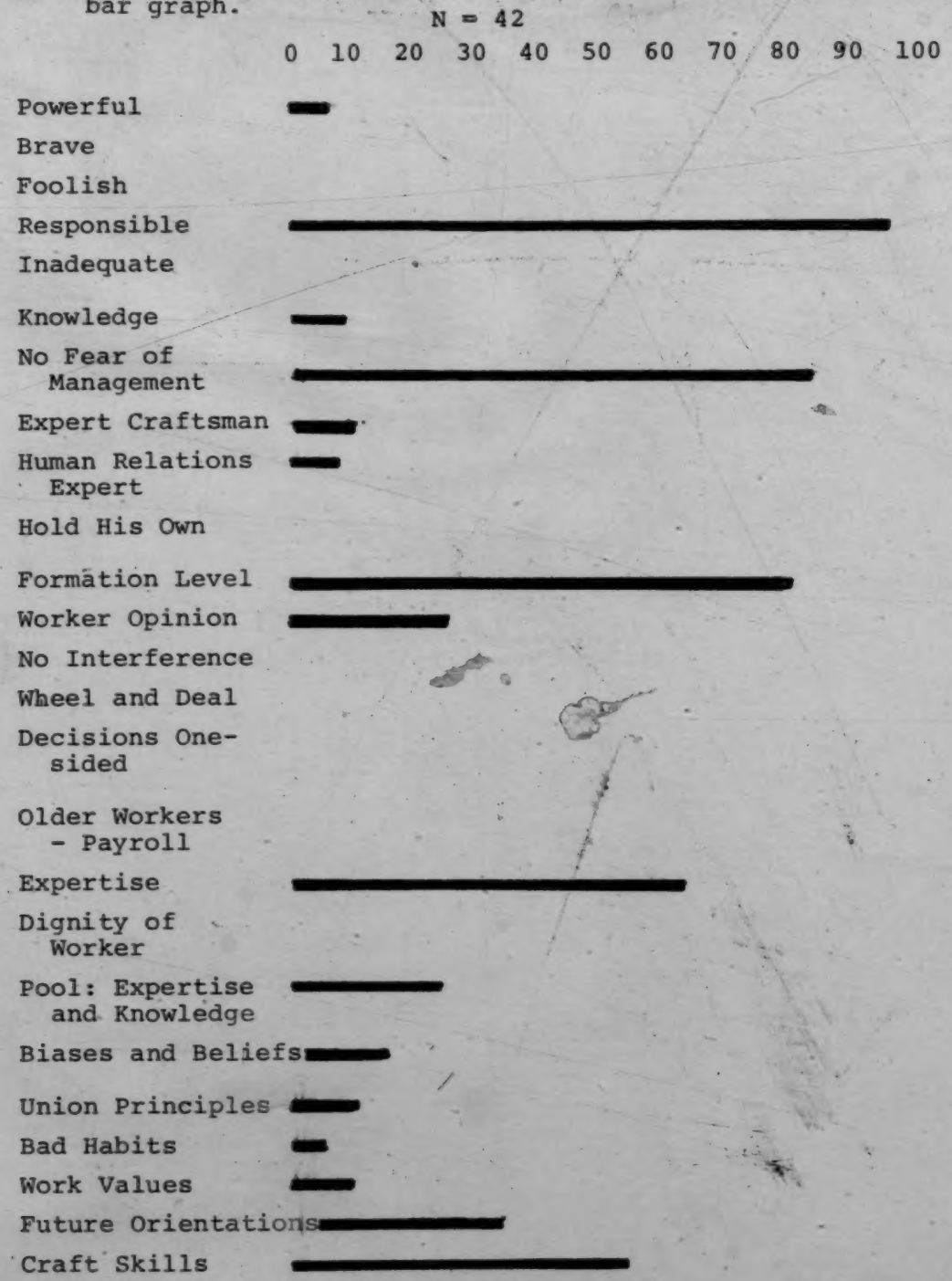
	Keeps older workers on the payroll	
25	Makes expertise and knowledge available to younger workers	59%
	Avoids unemployment and preserves the dignity of the workers	
10	Creates a larger pool of expertise and knowledge	24%
7	Preserves old biases and beliefs	17%

5. A young worker can learn from the older worker.

4	Union principles	9%	13	Future orientations	31%
2	Bad habits	5%	20	Craft Skills	48%
3	Work values	7%			

Chart 3

Field or job stewards. Expressed in percent using a bar graph.



- Each Item is expressed as a percent of the total of each section
- N = 42
- Each is expressed as a job total of the total item.

Summary: Chart and Table 3

"Most important factor in each group."

1.	How do you feel about being a steward?	
	Responsible	95%
2.	Most important quality?	
	No fear of management	81%
3.	Foreman-steward relationship?	
	Ideas at the formation level	76%
4.	Featherbedding, essential for expertise and knowledge?	59%
5.	Learning from the older worker.	
	Skills	48%
	Futures	31%

Question 1

Responsibility (93%) ranked high in being a good steward, versus five percent feeling powerful. It was felt that a responsible steward would induce and accumulate power, with responsibility being a prerequisite to power.

Question 2

The most important single quality a steward could have was not being afraid of management (81%) consensus. Contract knowledge, craft expertise and being a human relations expert were valueless unless management could be approached, confronted and communicated with. Timidity, low visibility profiles and poor communication have no place in a steward's existence.

Question 3

Good relations between foreman and steward cuts through red tape and facilitates decision making at the idea formation and change level (76%). Worker opinion is very important at this level of input as a large pool of knowledge is tapped in problem solving. Worker participation creates greater group cohesiveness and solidarity, creating the successful crew syndrome.

Question 4

Feather bedding is a part of unionism (59%), agree as it certainly makes expertise and unique knowledge available to younger workers. The older worker may produce less visible productivity, but this behind the scenes advice and guidance can have a direct and heavy bearing on project success. Project engineers baffled by unique problems always consult the older worker casually for possible solutions; seldom is the worker credited for his contribution. Although 24 percent agreed that this creates a larger pool of expertise and knowledge, 17 percent pointed out that this activity also preserves old biases and beliefs not essential to good workmanship and high production.

Question 5

A young worker can learn from an older worker. The older workers pointed out that the more important features were future orientations (31%) and craft skills (48%). Work

values was given a low rating (7%) because if skills and future orientations are learned correctly, this covers work values adequately. With today's educational programs union principles could be better learned in a classroom, hence the nine percent low rating. It was pointed out that bad habits (5%) learned could counter any useful principles learned.

Table 4

N = 30

RESPONSES OF SHOP-FLOOR STEWARDS

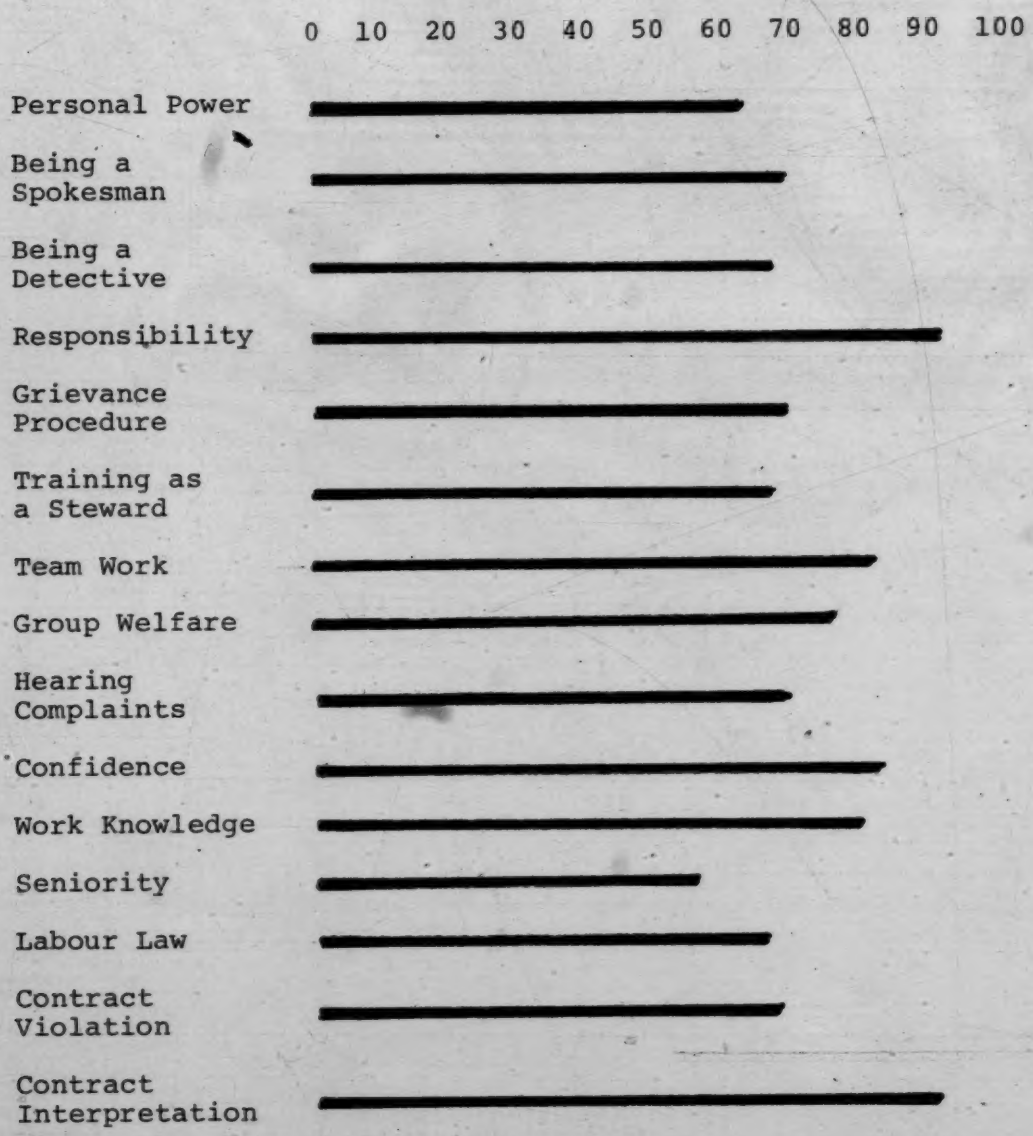
What importance would each of the following have in a steward's job? Expressed in percent.

	Most Important- ant	Very Important- ant	Important- ant	Lesser Important- ance	Not Important- ant	Aggre- gate Percent
Personal power	0	50% 15	27% 8	13% 4	10% 3	63
Being a spokesman	16.6% 5	33.3% 10	30% 9	20% 6		69
Being a Detective	13% 4	20% 6	57% 17	10% 3		67
Responsi- bility	63.3% 19	23.3% 7	13.3% 4			90
Grievance Procedure	20% 6	23.3% 7	40% 12	16.6% 5		69
Training as a Steward	3% 1	27% 8	70% 21			67
Team Work	43.3% 13	16.6% 5	40% 12			81
Group Welfare	33.3% 10	10% 3	53.3% 16	3.3% 1		75
Hearing Complaints	16.6% 5	23.3% 7	46.6% 14	6.6% 2	3.3% 1	68
Confi- dence	50% 15	23.3% 7	16.6% 5	10% 3		82
Work Knowledge	30% 9	40% 12	20% 6	10% 3		77
Senior- ity	3.3% 1	10% 3	43.3% 13	33.3% 10	10% 3	53
Labour Law	6.6% 2	13.3% 4	73.3% 22	6.6% 2		64
Contract Violation	3.3% 1	43.3% 13	36.6% 11	13.3% 4	3.3% 1	66
Contract Interpre- tation	53.3% 16	33.3% 10	13.3% 4			88

Chart 4

RESPONSES OF SHOP-FLOOR STEWARDS

What importance would each of the following have in a steward's job?



- Each item is expressed as an aggregate percent value.
- N = 30
- Each is expressed as a percent of the total item.

Summary: Chart and Table 4

What importance would each of the following have in a steward's job? A 70%+ response was considered significant.

Responses

Responsibility	90%
Team work	81%
Group welfare	75%
Confidence	82%
Work knowledge	77%
Contract interpretation	88%

Five Most Important

Responsibility	90%
Team work	81%
Confidence	82%
Work knowledge	77%
Contract interpretation	88%

Responsibility (90%) ranks high with shop-floor stewards. Team work (81%) was essential for group welfare (75%). Confidence (82%) appeared in conjunction with work knowledge (77%) and correct contract interpretation (88%). The above combinations of factors combined to form high predictability patterns of steward behaviour.

Table 5

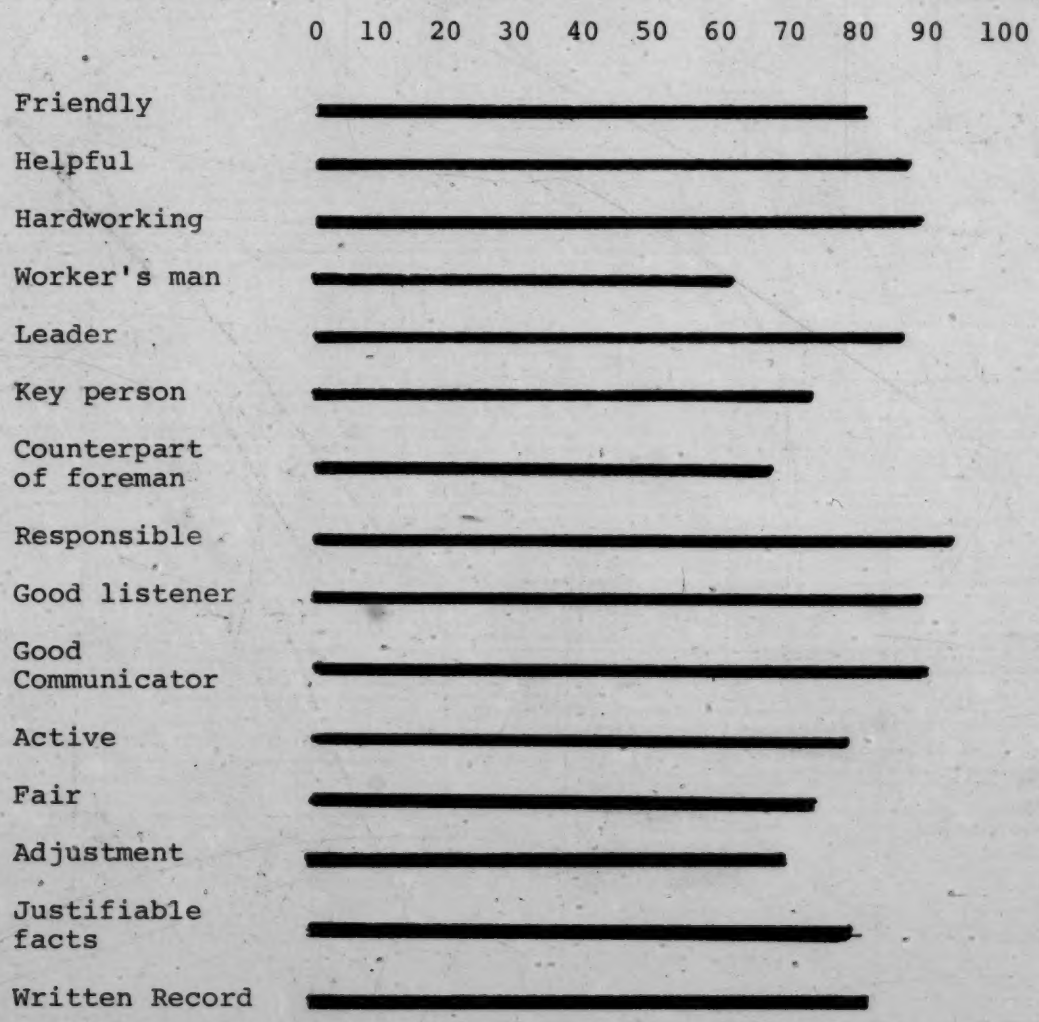
N = 30

Semantic differential question. Shop-floor stewards. Expressed in percent.

	Steward					
	Most Important- ant	Very Important- ant	Import- ant	Lesser Import- ance	Not Import- ant	Aggre- gate Percent
Friendly	46.6% 14	23.3% 7	20% 6	10% 3		81
Helpful	43.3% 13	46.6% 14	10% 3			87
Hard- working	56.6% 17	26.6% 8	16.6% 5			88
Worker's man		10% 3	90% 27			62
Leader	36.6% 11	53.3% 16	10% 3			85
Key person		50% 15	50% 15			70
Counterpart of foreman	3.3% 1	30% 9	66.6% 20			67
Responsible	66.6% 20	30% 9	3.3% 1			93
Good listener	33.3% 10	63.3% 19	3.3% 1			86
Good com- municator	43.3% 13	50% 15	6.6% 2			87
Active	23.3% 7	50% 15	23.3% 7	3.3% 1		79
Fair	16.6% 5	36.6% 11	46.6% 14			74
Adjustment	10% 3	26.6% 8	50% 15	13.3% 4		67
Justifi- able facts	30% 9	33.3% 10	36.6% 11			79
Written record	30% 9	46.6% 14	23.3% 7			81

Chart 5

Semantic differential question. Expressed in percent using a bar graph.



- Each item is expressed as an aggregate percent value.
- N = 30
- Each is expressed as a percent of the total item.

Summary: Chart and Table 5

Semantic differential question--shop-floor stewards. A 75%+ response was considered to be significant.

Responses

Friendly	81%
Helpful	87%
Hardworking	88%
Leader	85%
Responsible	93%
Good listener	86%
Good communicator	87%
Active	79%
Justifiable facts	79%
Written record	81%

Five Most Important

Helpful	87%
Hardworking	88%
Responsible	93%
Good listener	86%
Good communicator	87%

As in the previous question sets, being responsible (80%) ranks high in steward profiles. This is in close conjunction with being helpful (87%) and hardworking (93%). In order that responsibility (93%) and genuine helpfulness (87%) be achieved, being a good listener (86%) and communicator (87%) were necessary adjuncts to the profile set. Other factors of lesser importance--being friendly (81%), leader (85%), active (79%)--contributed to the profile. Having justifiable facts (79%) appeared in close proximity with written record (81%).

Table 6

Shop-Floor Stewards. Expressed in percent.

Most Important Factor N = 30

1. How do you feel about being a steward?

___	Powerful	30	Responsible 100%
___	Brave	___	Inadequate
___	Foolish		

2. What is the single most important quality a steward should have?

14	Knowledge of the contract	47%
2	Not be afraid of management	6%
___	Be expert in his craft	
14	Human relations expert	47%
___	Always stand his ground	

3. Good relations between steward and foreman eliminates much red tape and facilitates decision-making between labour and management.

22	Ideas and problems are aired at the formation level	73%
4	Worker opinion is available at this level	12%
___	No interference from big unionism and big management	
4	Steward and foreman can wheel and deal on issues	12%
___	Decisions can be one-sided	

4. Feather-bedding is a necessary part of unionism.

1	Keeps older workers on the payroll	3%
17	Makes expertise and knowledge available to younger workers	57%
1	Avoids unemployment and preserves the dignity of the workers	3%
6	Creates a larger pool of expertise and knowledge	20%
5	Preserves old biases and beliefs	17%

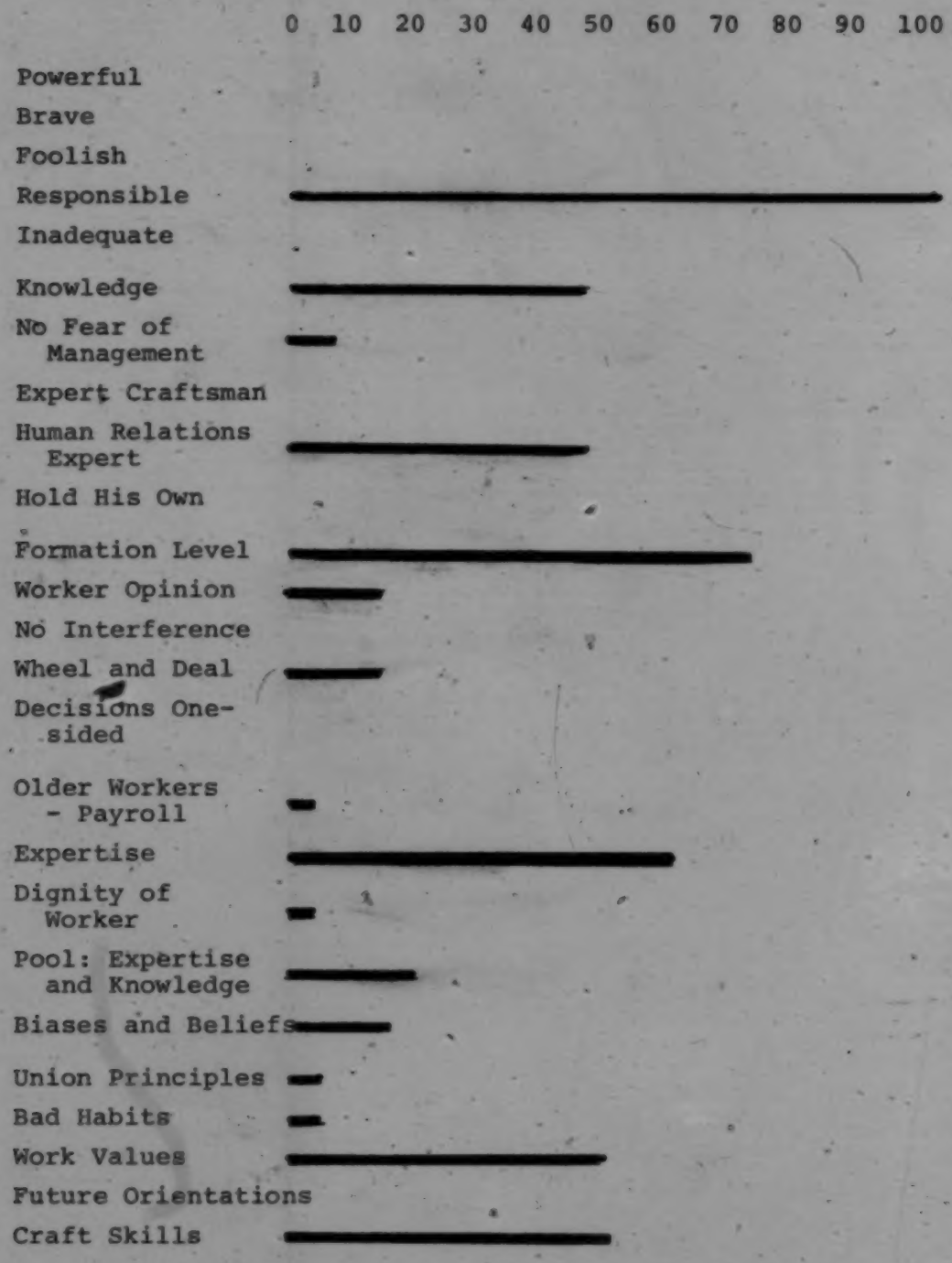
5. A young worker can learn from the older worker.

1	Union principles	3%	___	Future orientations	
1	Bad habits	3%	14	Craft skills	47%
14	Work values	47%			

Chart 6

Shop-Floor Stewards. Expressed in percent using a bar graph.

N = 30



- Each Item is expressed as a percent of the total of each section
- N = 30
- Each is expressed as a percent of the total item.

Summary: Chart and Table 6

Most important factor in each group for shop-floor stewards.

1. How do you feel about being a steward?

Responsible	97%

2. Most important quality?

Knowledge of the contract	47%
Human relations expert	47%

3. Foreman-steward relationships?

Ideas at the formation level	73%

4. Featherbedding, essential for expertise and knowledge? 57%

5. Learning from the older worker.

Work values	47%
Craft skills	47%

Five Most Important, Regrouped

	Responsible	97%
	Ideas, formation level	73%
	Expertise of older members	57%
Equal Ranking	{Knowledge of the contract	47%
	{Human relations expert	47%
	{Work values	47%
	{Craft skills	47%

Responsibility (97%) ranked very high with shop-floor stewards. Although ideas are exchanged (73%) and formed through steward-foreman interaction, it was pointed out that ideas can come from engineering and advisory personnel with neither steward nor foreman having any impact upon them. The expertise of older workers was available but was not always relied upon (57%). Knowledge of contract

(47%), being a human relations expert (47%), work values (47%) and craft skills (47%) were equally rated.

Table 7

RESPONSES OF STEWARDS IN SERVICE INDUSTRIES

What importance would each of the following have in a steward's job? Expressed in percent.

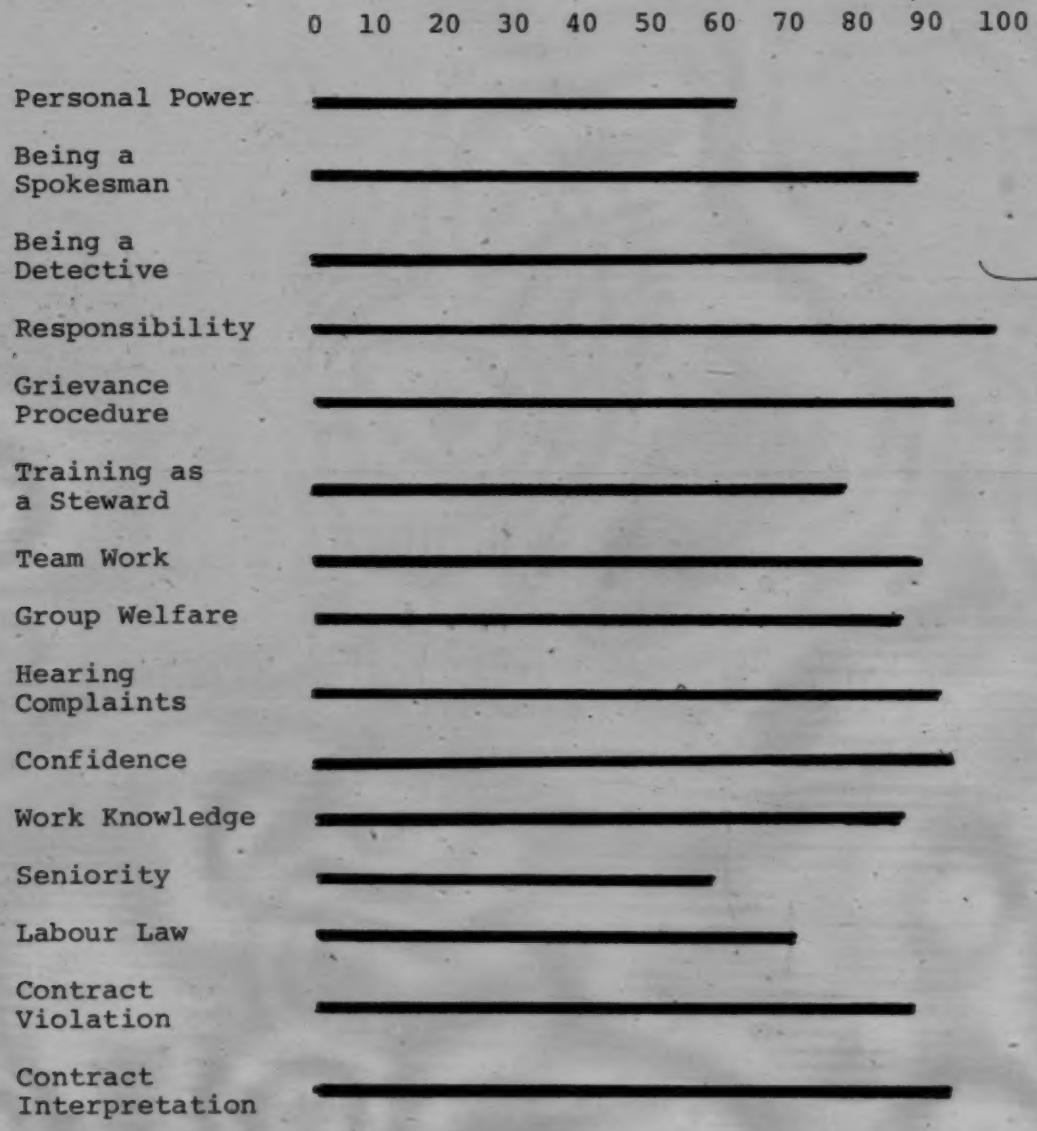
	Most Important- ant	Very Important- ant	Import- ant	Lesser Import- ance	Not Import- ant	Aggre- gate Percent
Personal power	4% 2	20% 10	56% 28	20% 10		62
Being a spokesman	42% 21	52% 26	6% 3			87
Being a detective	30% 15	42% 21	28% 14			80
Responsi- bility	84% 42	16% 8				97
Grievance Procedure	64% 32	32% 16	4% 2			92
Training as a Steward	44% 22	24% 12	16% 8	12% 6	4% 2	78
Team Work	56% 28	32% 16	12% 6			89
Group Welfare	44% 22	40% 20	16% 8			86
Hearing Complaints	62% 31	28% 14	10% 5			90
Confi- dence	64% 32	28% 14	8% 4			91
Work Knowledge	44% 22	40% 20	12% 6	4% 2		85
Senior- ity	8% 4	12% 6	46% 23	28% 14		58
Labour Law	24% 12	28% 14	36% 18	12% 6		73
Contract Violation	44% 22	56% 28				89
Contract Interpre- tation	62% 31	38% 19				92

N = 50

Chart 7

RESPONSES OF STEWARDS IN SERVICE INDUSTRIES

What importance would each of the following have in a steward's job? Expressed in percent using a bar graph.



- Each item is expressed as an aggregate percent value.

- N = 50

- Each is expressed as a percent of the total item.

Summary: Chart and Table 7

What importance would each of the following have in a steward's job? Responses of stewards in service industries. Seventy-five percent plus ratings were considered significant.

Responses

Being a spokesman	87%
Being a detective	80%
Responsibility	97%
Grievance procedure	92%
Training	78%
Team work	89%
Group welfare	86%
Hearing complaints	90%
Confidence	91%
Work knowledge	85%
Contract violation	89%
Contract Interpretation	92%

Five Most Important

Responsibility	97%
Grievance procedure	92%
Contract Interpretation	92%
Confidence	91%
Hearing complaints	90%

Responsibility (97%) ranked high with service stewards. The responsible (97%) steward interprets (92%) contracts correctly and understands grievance procedure (92%). He selects grievances with confidence (91%) based on his knowledge of work (85%) and training (78%). Once the preliminary selection is complete, he takes on the role of spokesman (87%) to: defend, educate, and present ideas to management in workplace problem solving.

Table 8

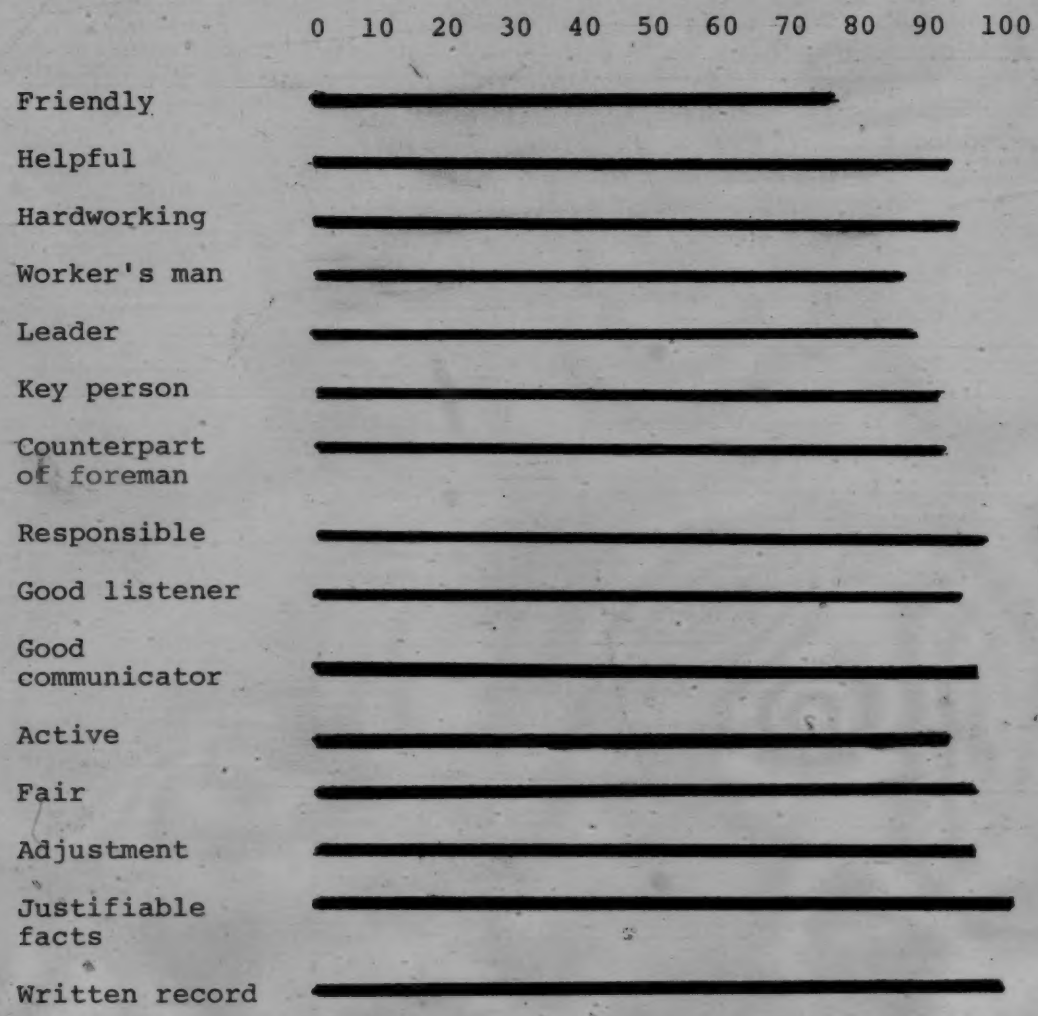
N = 50

Semantic differential question. Service Stewards.
Expressed in percent.

	Steward					
	Most Important- ant	Very Important- ant	Important- ant	Lesser Importance	Not Important- ant	Aggregate Percent
Friendly	30% 15	20% 10	50% 25			76
Helpful	72% 36	20% 10	8% 4			93
Hard-working	72% 36	24% 12	4% 2			94
Worker's man	44% 22	40% 20	16% 8			86
Leader	48% 24	40% 20	12% 6			87
Key person	60% 30	30% 15	10% 5			90
Counterpart of foreman	60% 30	32% 16	8% 4			90
Responsible	82% 41	18% 9				96
Good listener	72% 36	18% 9	10% 5			92
Good communicator	76% 38	18% 9	6% 3			94
Active	66% 33	28% 14	6% 3			92
Fair	78% 39	16% 8	6% 3			94
Adjustment	74% 37	22% 11	4% 2			94
Justifiable facts	84% 42	16% 8				97
Written record	80% 40	18% 9	2% 1			96

Chart 8

Semantic differential question. Service Stewards. Expressed in percent using a bar graph.



- Each item is expressed as an aggregate percent value.
- N = 50
- Each is expressed as a percent of the total item.

Summary: Chart and Table 8

Semantic differential question--service stewards. All ratings were 75%+.

Five Most Important

Responsible	96%
Good communicator	94%
Fair	94%
Justifiable facts	97%
Written record	96%

All ratings were above 75 percent; the five highest, above, make a reappearance. A steward must be responsible (96%) accepting only responsible issues and eliminating useless ones. The acceptance of disputable issues must be based on a written record of facts (97%). The steward must be fair minded (94%), seeking redress where and when due by being a good communicator (94%). Having a good case is useless and futile if it cannot be forcefully presented to management.

Table 9

Service Stewards. Expressed in percent.

N = 50

1. How do you feel about being a steward?

1	Powerful	2%	49	Responsible	98%
	Brave			Inadequate	
	Foolish				

2. What is the single most important quality a steward should have?

11	Knowledge of the contract	22%
22	Not be afraid of management	44%
14	Be expert in his craft	28%
3	Human relations expert	6%
	Always stand his ground	

3. Good relations between steward and foreman eliminates much red tape and facilitates decision-making between labour and management.

34	Ideas and problems are aired at the formation level	68%
16	Worker opinion is available at this level	32%
	No interference from big unionism and big management	
	Steward and foreman can wheel and deal on issues	
	Decisions can be one-sided	

4. Feather-bedding is a necessary part of unionism.

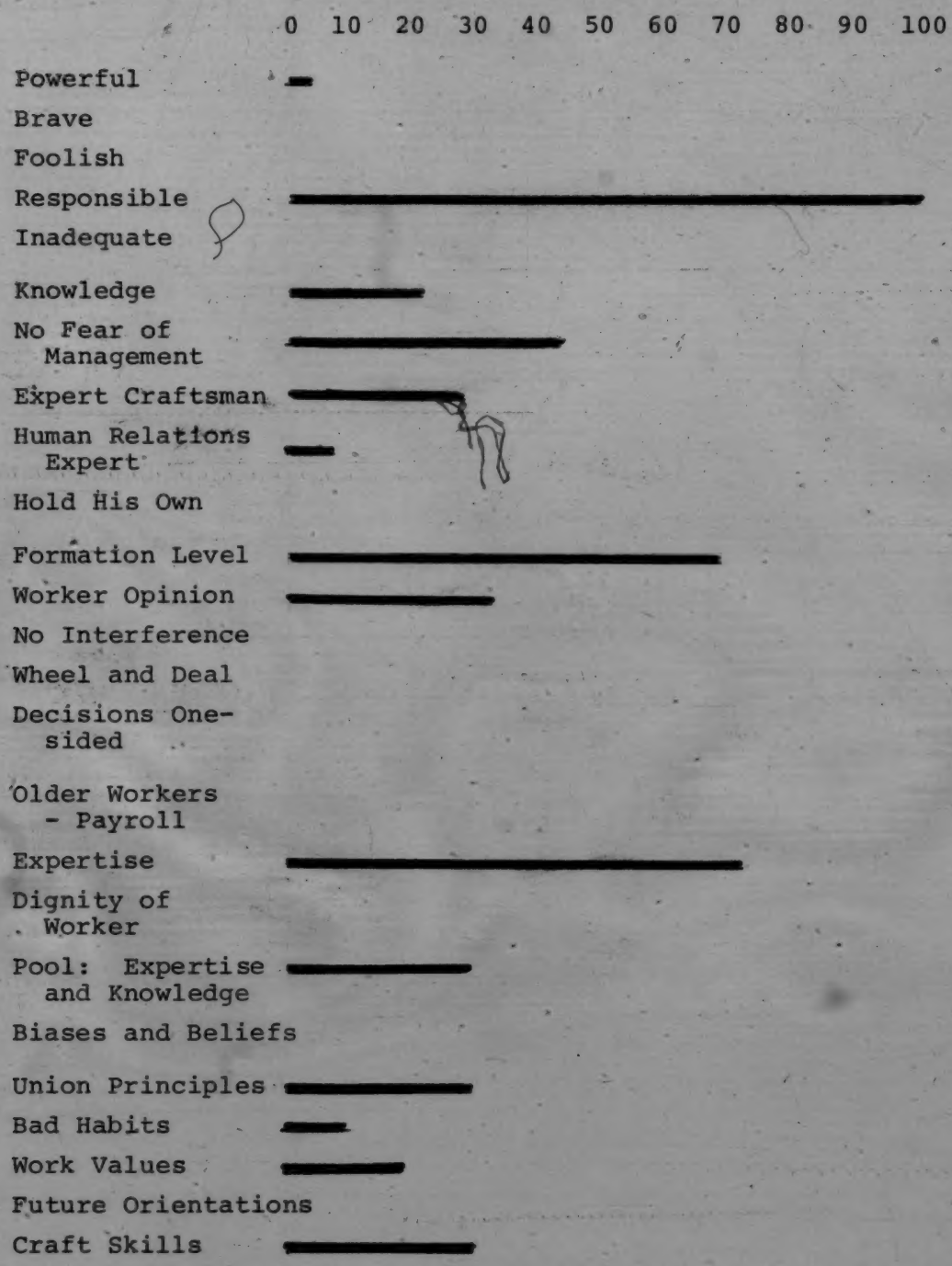
	Keeps older workers on the payroll	
36	Makes expertise and knowledge available to younger workers	72%
	Avoids unemployment and preserves the dignity of the workers	
14	Creates a larger pool of expertise and knowledge	28%
	Preserves old biases and beliefs	

5. A young worker can learn from the older worker.

14	Union principles	28%	2	Future orientations	4%
4	Bad habits	8%	14	Craft skills	28%
16	Work values	32%			

Chart 9

Service Stewards. Expressed in percent, using a bar graph. MOST IMPORTANT IN EACH GROUP.



- Each Item is expressed as a percent of the total of each section
- N = 50

Summary: Chart and Table 9

The most important in each group for service stewards were:

1. How do you feel about being a steward?		
	Responsible	98%
2. Most important quality?		
	No fear of management	44%
Versus		
	Contract knowledge	22%
	Craft expertise	28%
	Human relations expert	6%
3. Foreman-steward relationships?		
	Ideas and problems, formation level	68%
	Worker opinion and input	32%
	Combined	100%
4. Featherbedding, essential for expertise and knowledge?		70%
Creates pool of resources.		30%
	Combined	100%
5. Learning from the older worker.		
	Crafts skills	28%
	Work values	32%
	Union principles	28%

As a priority system responsibility (98%) repeats its high ranking. Question two response repeats the need of not fearing management (44%), based on knowledge (22%) and expertise (28%), a combined 100 percent. Steward-foreman relationships facilitated idea formation and problem solving (68%) with worker input (32%), a combined 100 percent. Featherbedding (70%) for retaining older, less visibly

productive workers was essential for the sake of having expertise and knowledge available (30%) in conjunction with creating and furthering knowledge, a combined 100 percent. Learning was constantly taking place, solicited and unsolicited in the workplace, craft skills (28%), work values (32%), a combined 60 percent. The good steward appreciates the presence of the older, more experienced worker. This provides direction and stability to inexperienced stewards and foremen alike.

Table 10

COMBINED RESPONSES - ALL STEWARDS

What importance would each of the following Have in a steward's job? Expressed in percent.

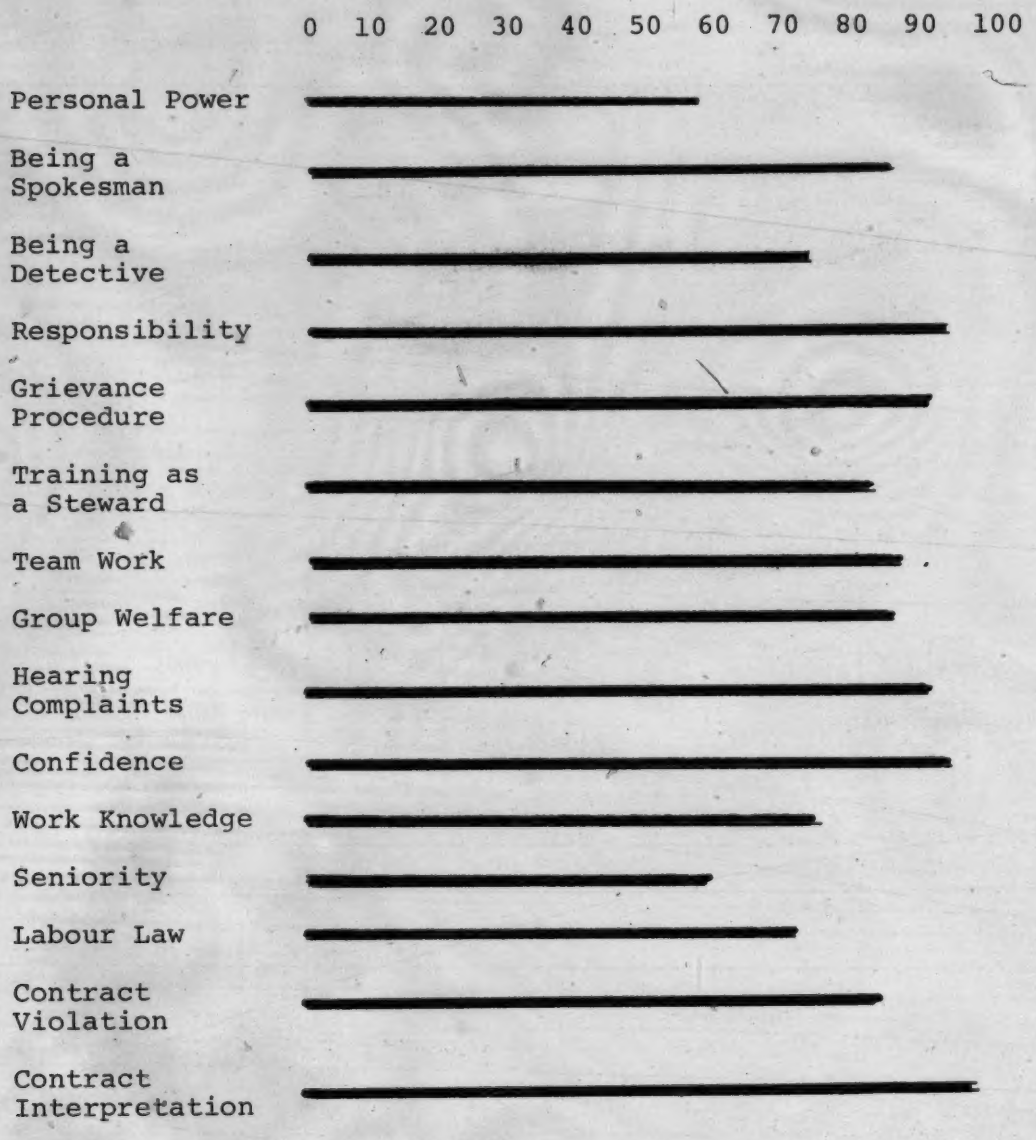
	Most Important- ant	Very Important- ant	Important- ant	Lesser Importance	Not Important- ant	Aggregate Percent
Personal Power	7.3% 9	22% 27	38.5% 47	15.5% 19	16.4% 20	58
Being a spokesman	40% 49	42.6% 52	13.9% 17	4.9% 6		85
Being a Detective	18.8% 23	27% 33	51.6% 63	2.4% 3		73
Responsibility	64.7% 79	31% 37	4.9% 6			92
Grievance Procedure	63% 77	20.5% 25	12.3% 15	4% 5		89
Training as a Steward	46.7% 57	22% 27	24.5% 30	4.9% 6	1.6% 2	81
Team Work	52.4% 64	25.4% 31	18.8% 23	3.2% 4		85
Group Welfare	48.3% 59	28.6% 35	22.1% 27	.08% 1		84
Hearing Complaints	58% 71	20.4% 25	18% 22	2.4% 3	.08% 1	86
Confidence	68.8% 84	20.4% 25	8.1% 10	2.4% 3		91
Work Knowledge	38.5% 47	37.7% 46	19.6% 24	2.4% 3	1.6% 2	73
Seniority	5.7% 7	10.6% 13	55.7% 68	22.1% 27	5.7% 7	57
Labour Law	22.9% 28	15.5% 19	52.4% 64	8% 10	.08% 1	70
Contract Violation	29.5% 36	53.2% 65	13.1% 16	3.2% 4	.08% 1	81
Contract Interpretation	72.9% 89	23.7% 29	3.2% 4			94

N = 122

Chart 10

COMBINED RESPONSES - ALL STEWARDS

What importance would each of the following have in a steward's job? Expressed in percent, using a bar graph.



- Each item is expressed as an aggregate percent value.

- N = 122

- Each is expressed as a percent of the total item.

Summary: Chart and Table 10

What importance would each of the following have in a steward's job? Responses of all stewards, combined. An 80%+ rating was considered significant.

Responses

Being a spokesman	85%
Responsibility	92%
Grievance procedures	89%
Steward training	81%
Team work	85%
Group welfare	84%
Hearing complaints	86%
Confidence	91%
Contract violation	81%
Contract interpretation	94%

Five Most Important

Contract interpretation	94%
Responsibility	92%
Confidence	91%
Grievance procedure	89%
Hearing complaints	86%

As in previous data profiles, responsibility (92%) and confidence (91%) go hand in hand to form a profile. Grievance procedures (89%) and hearing complaints (86%) conjoin. Contract interpretation (94%) and contract violation (92%) form an important joint factor in producing a steward profile. The responsible steward is confident(91%) in knowing his job. He screens complaints for the next step of processing grievances. He fully knows that correct contract interpretation (94%) prevents contract violations (81%).

Table 11

Semantic differential question. All Stewards.
Expressed in percent.

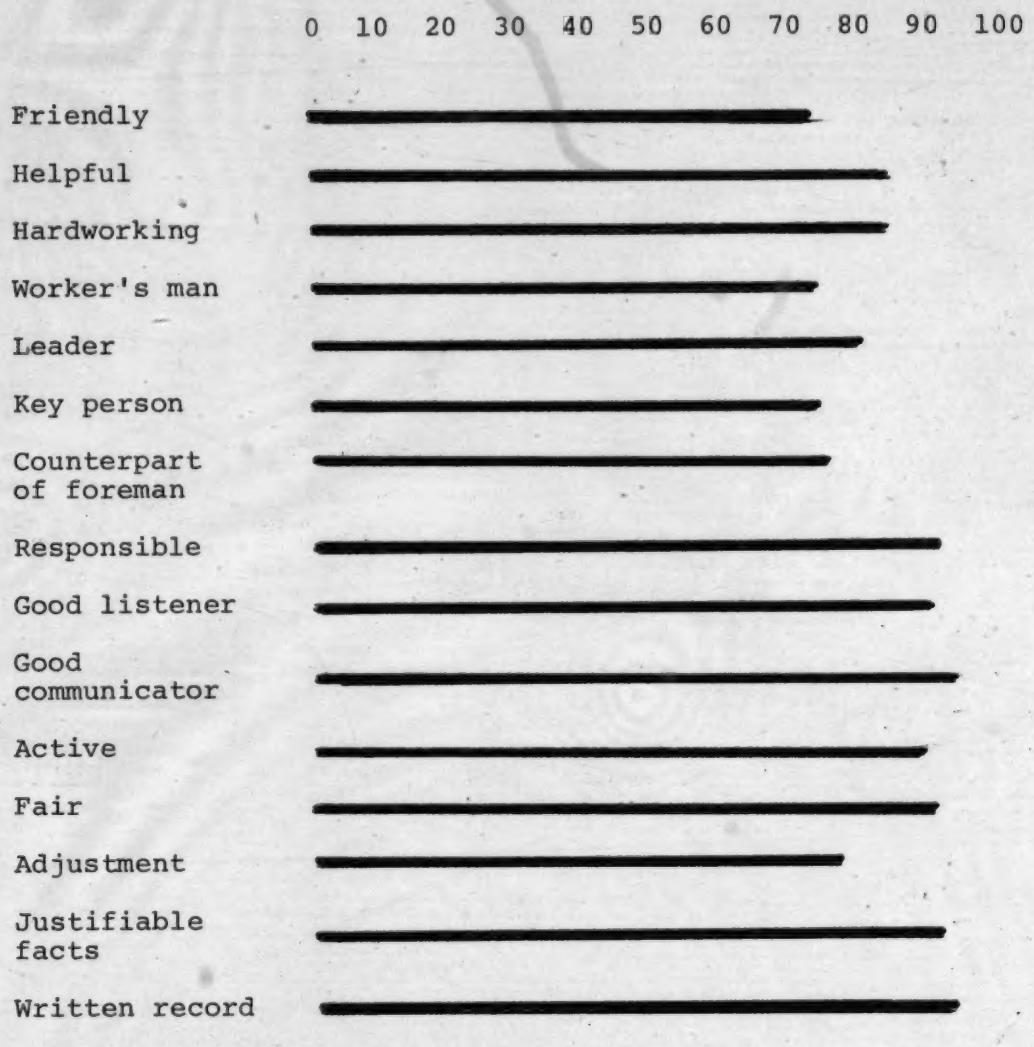
	Steward					
	Most Important- ant	Very Important- ant	Important- ant	Lesser Importance	Not Important- ant	Aggregate Percent
Friendly	26.2% 32	22.1% 27	46.7% 57	4% 5	.08% 1	74
Helpful	45% 55	31.1% 38	21.3% 26	2.4% 3		84
Hard-working	52.4% 64	22.9% 28	22.9% 28	1.6% 2		85
Worker's man	22.9% 28	27.8% 34	47.5% 58	1.6% 2		74
Leader	31.9% 39	40.1% 49	22.9% 28	40.9% 5	.08% 1	80
Key person	27.8% 34	31.9% 39	27% 33	13.1% 16		75
Counterpart of foreman	28.6% 35	27.8% 34	40.1% 49	3.2% 4		76
Responsible	58.1% 71	36% 44	5.7% 7			90
Good listener	56.5% 69	31.9% 39	11.5% 14			89
Good communicator	63.9% 78	31.9% 39	4% 5			92
Active	51.6% 63	39.3% 48	8.1% 10	.08% 1		88
Fair	58.1% 71	27.8% 34	13.9% 17			89
Adjustment	32.7% 4	21.3% 26	36.8% 45	9% 11		75
Justifiable facts	67.2% 82	23.7% 29	9% 11			92
Written record	71.3% 87	22.1% 27	6.5% 8			93

N = 122

Chart 11

Semantic differential question. All Stewards.
Expressed in percent using a bar graph.

Steward



- Each item is expressed as an aggregate percent value.

- N = 122

- Each is expressed as a percent of the total item.

Summary: Chart and Table 11

Semantic differential question--all stewards. All ratings were 70 percent plus.

Responses

Hardworking	85%
Responsible	90%
Good listener	89%
Good communicator	92%
Active	83%
Fair	89%
Justifiable facts	92%
Written record	93%

Five Most Important

Written record	93%
Justifiable facts	92%
Good communicator	92%
Good listener	89%
Responsible	90%

As in previous profiles, written record (93%) and justifiable facts (92%) conjoin. Being a good communicator (92%) and a good listener (89%) add to the profile. All factors lead directly to being responsible (90%). In addition, being hardworking (85%) and active (88%) both add to the steward profile.

Table 12

All Stewards. Expressed in percent. (MOST IMPORTANT IN EACH GROUP)

N = 122

1. How do you feel about being a steward?

3	Powerful	3%	119	Responsible	97%
	Brave			Inadequate	
	Foolish				

2. What is the single most important quality a steward should have?

23	Knowledge of the contract	18%
47	Not be afraid of management	38%
14	Be expert in his craft	11%
16	Human relations expert	18%
	Always stand his ground	

3. Good relations between steward and foreman eliminates much red tape and facilitates decision-making between labour and management.

92	Ideas and problems are aired at the formation level	75.4%
25	Worker opinion is available at this level	20.5%
3	No interference from big unionism and big management	4%
	Steward and foreman can wheel and deal on issues	
	Decisions can be one-sided	

4. Feather-bedding is a necessary part of unionism.

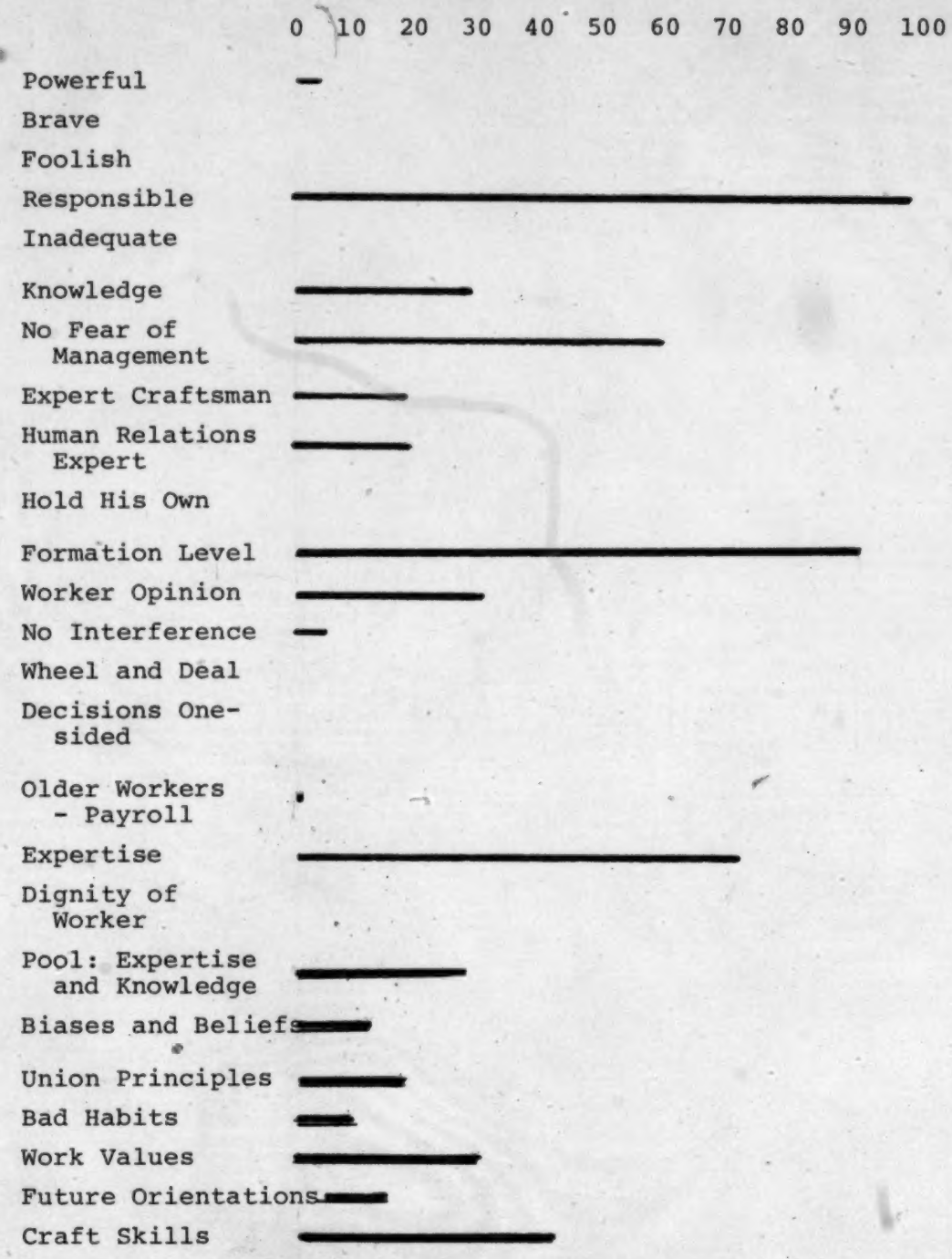
1	Keeps older workers on the payroll	1%
78	Makes expertise and knowledge available to younger workers	64%
	Avoids unemployment and preserves the dignity of the workers	
30	Creates a larger pool of expertise and knowledge	25%
12	Preserves old biases and beliefs	10%

5. A young worker can learn from the older worker.

19	Union principles	16%	15	Future orientations	12%
7	Bad habits	6%	48	Craft skills	39%
33	Work values	27%			

Chart 12

All Stewards. Expressed in percent using a bar graph.
(MOST IMPORTANT IN EACH GROUP)



- Each Item is expressed as a percent of the total for each question.
- N = 122

Summary: Chart and Table 12

Most important factor in each group--all stewards.

1. How do you feel about being a steward?
   Responsible 97%
   As in previous profiles, responsibility ranked high.
2. Most important quality? No fear of management (30%) appeared as a single most important factor, followed by contract knowledge (18%), human relations expert (18%) and expert craftsman (11%), a combination of 85 percent.
3. Here, as previously, a good steward-foreman relationship was directly due to airing and discussing ideas at the formation levels (75%), plus having worker input (20%), a combination of 95 percent.
4. Featherbedding and retaining the older worker formed part of a pool of expertise and knowledge (64% and 25% equalling 89% total).
5. In learning from the older worker, craft skills was rated at 39%, followed by work values (27%), union principles (16%) and future orientations (12%).

The totality of factors contributed to the total education of the younger worker (combined, 94%).

The steward profile repeatedly consolidates those high priority items. Responsibility (97%) ranked high. No fear of management (38%), contract knowledge (18%), human relations expert (18%), expert craftsman (11%), a combination of 85 percent. Good steward-foreman relationships (75%)

contributed greatly to problem solving with worker input (20%), a combination of 95 percent. Understanding the presence and contribution of the older worker (89%) plus the learning situation of the younger worker (94%) strengthened steward support by workers. Hence, a higher steward profile results.

Table 13

COMPARISON OF RESPONSES EXPRESSED AS PERCENT

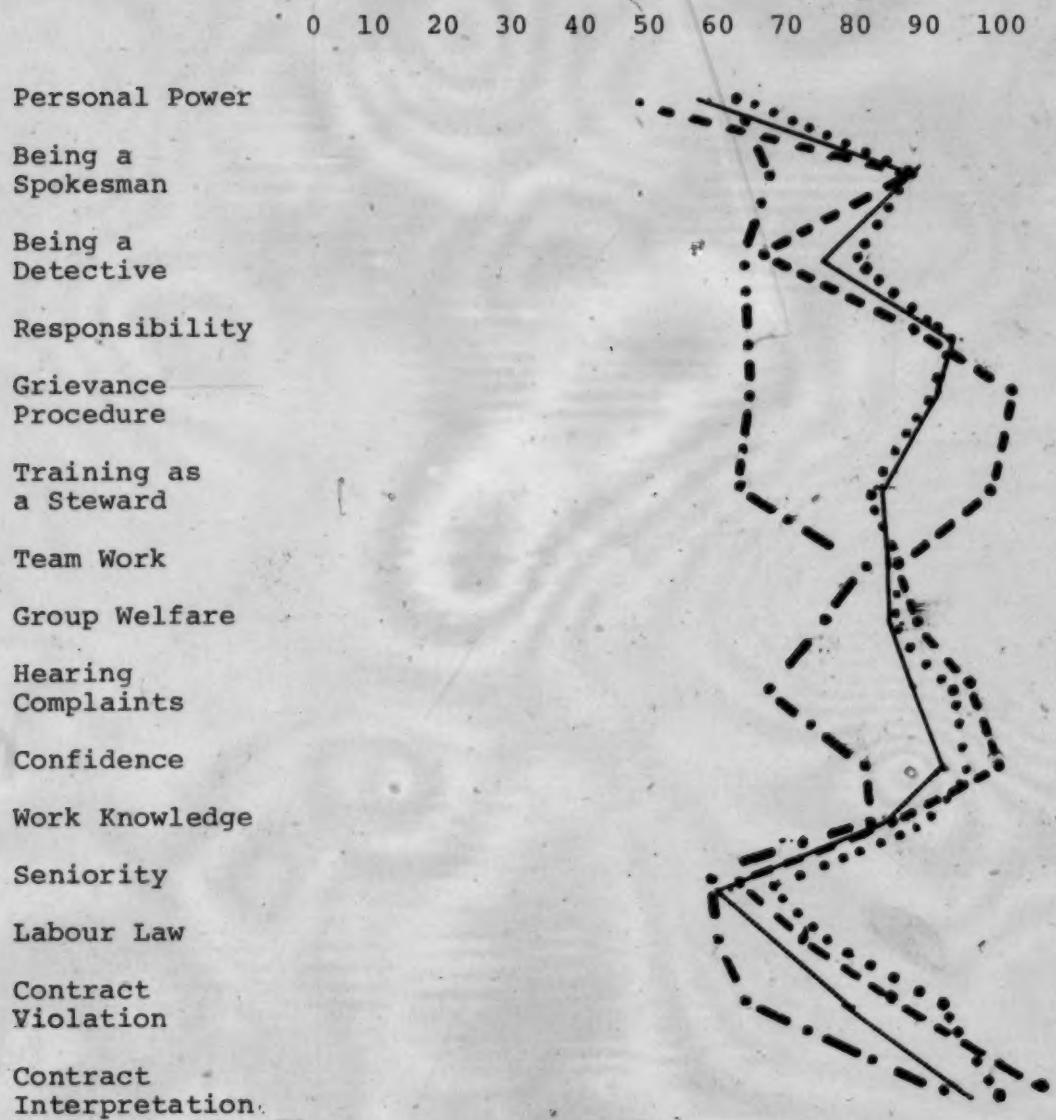
What importance would each of the following Have in a steward's job?

	Field or Job Stewards	Shop or Floor Stewards	Stewards in Service Industries	Combined Responses
Personal Power	49	63	62	58
Being a Spokesman	88	69	87	85
Being a Detective	67	67	80	73
Responsibility	88	90	97	92
Grievance Procedure	98	69	92	89
Training as a Steward	96	67	78	81
Team Work	85	81	89	85
Group Welfare	91	75	86	84
Hearing Complaints	95	68	90	86
Confidence	97	82	91	91
Work Knowledge	82	77	85	81
Seniority	61	53	58	57
Labor Law	72	64	73	70
Contract Violation	84	66	89	81
Contract Interpretation	100	88	92	94

Chart 13

COMPARISON OF RESPONSES EXPRESSED AS PERCENT

What importance would each of the following have in a steward's job? Expressed in percent using broken line graphs.



Legend:

- – – – Field or Job Stewards
- ·–·– Shop or Floor Stewards
- ····· Service Stewards
- ——— Combined Responses

Summary: Chart and Table 13, Significant Differences--All Stewards

In personal power, field stewards were below the norm (49%), the norm being 58 percent. It was felt that the crew embodied power here, with the steward as leader.

In being a spokesman, the shop stewards (69%) were below the norm (85%). Physical conditions in a shop situation are highly static and predetermined, with little spokesman activity necessary, unlike field (88%) and service (87%) conditions, where constant consultation and observation are necessary.

In being a detective, the service stewards (80%) are above the norm (73%). This was the group least experienced in unionism and thus more suspicious of management.

Responsibility (88%) ranked lowest for field-floor stewards, the norm being 92 percent. This countered management irresponsibility as an exchange system.

In grievance procedures (98%) field stewards were significantly higher than the norm (92%), as they felt that correct procedure aided in keeping management honest. Similarly, floor stewards (69%) were below the norm (89%), as a social system was established and work norms developed. High predictability was the result with little need for finesse in procedures.

Steward training (67%) was below the norm (81%) for floor stewards, as the established social system in the established workplace became highly predictable. Literally,

anyone could take over the steward function anytime, by virtue of having been in the system a long time.

Team work. There was little deviation from the norm; all groups felt team work was essential (85%).

Group welfare. Shop-floor stewards (75%) were below average (84%) in welfare for the group. As they were dependent on shop and floor conditions for employment their balanced view was that management's welfare was important to work for. In contrast, field (91%) and service stewards (86%) took the viewpoint that they must look after themselves first, as management would not.

Hearing complaints. Shop-floor stewards (68%) were below the norm (86%) in hearing complaints. High system predictability was more important. To these stewards a complaint was a ready signal to make and adjust systematic systemic changes.

Confidence. Shop-floor stewards (82%) were below the norm (91%) in confidence, as high system predictability cancelled out considerable steward influence and participation. A steward's confidence (91%) appeared to coincide with activity of being a spokesman (85%), being responsible (92%) and understanding contracts (94%).

Work knowledge. Shop-floor stewards (77%) were below the norm (81%) in considering work knowledge important as much on-the-job training took place in the shops thus exposing stewards to all phases of work. It wasn't necessary to have prior training. Hence, getting along with superiors

was more important as knowledge could be gained along the way.

Seniority. Shop-floor stewards (53%) were far below the norm (57%) in considering seniority important. Seniority was preceded by knowledge (83%), expertise and being able to function well in the group setting. It was more important to fit the mold rather than to be senior.

Labor law. Shop-floor stewards (64%) were below the norm (70%), again as a consequence of high system predictability and high visible profiles of company management. On the other hand, field (72%) and service stewards (73%) were labor law oriented as in their situations only written laws, rules, and regulations gave them the necessary system predictability desired.

Contract violation. Shop-floor stewards (66%) were least conscious of contract violations, because high system predictability contracts were seldom broken. Hence, management could not produce insidious, unnoticeable changes, without labor knowing so. Field stewards (84%) and service stewards (89%) were very conscious of contract violations, exceeding the norm of 81 percent.

Contract interpretation. Field-job stewards (100%) were above the norm (94%) in considering contract interpretations important. They depended entirely on contract interpretations and past practices; there were no alternatives. Constant, correct interpretation was needed. Shop-floor stewards (88%) were below the norm (94%), as shop conditions

are far more stable than field conditions and not as readily changeable. Contracts are dictated by shop conditions with high predictable results, with little additional interpretation needed.

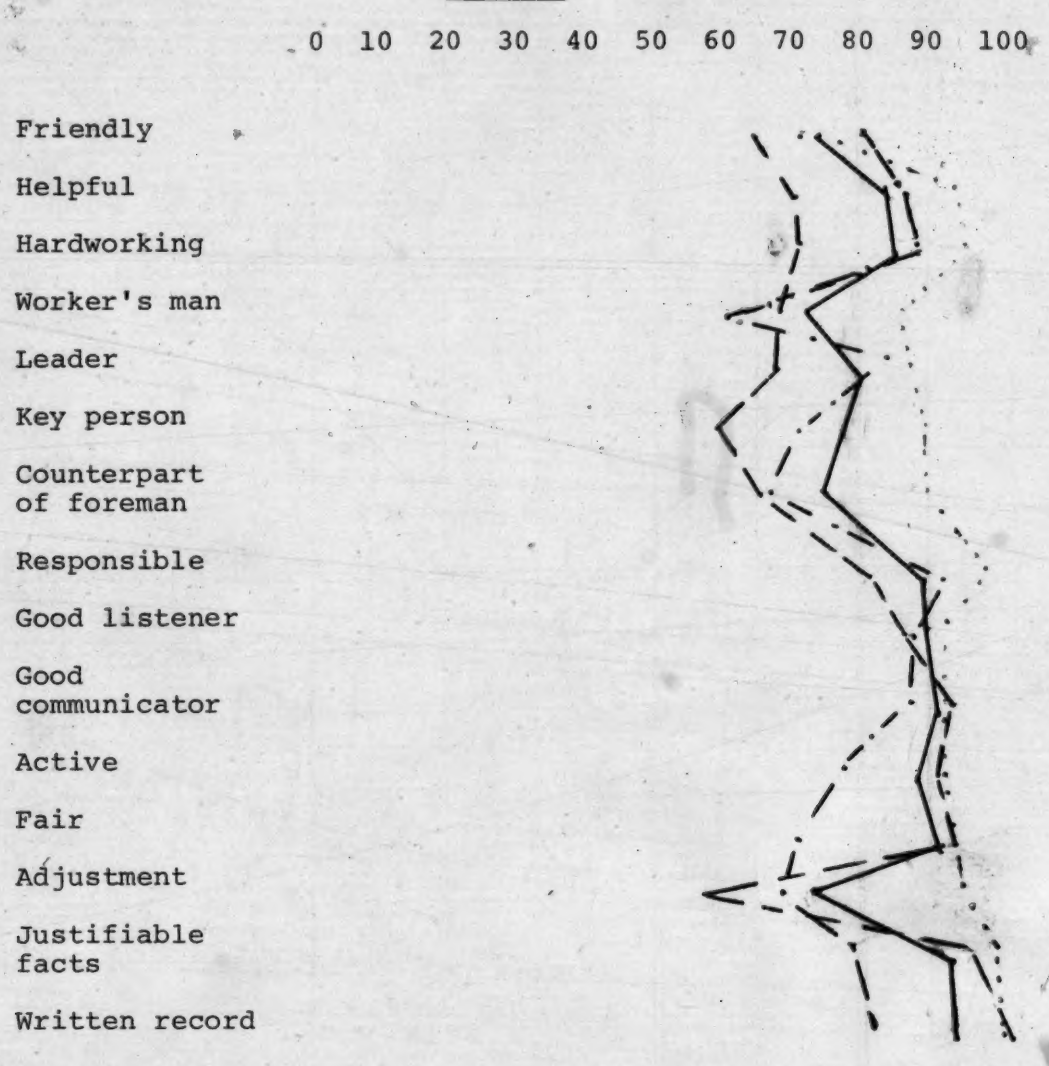
Table 14

Semantic differential question. Comparison of responses. Expressed in percent.

Steward	Field or Job Stewards	Shop or Floor Stewards	Stewards in Service Industries	Combined Responses
Friendly	66	81	76	74
Helpful	71	87	93	84
Hardworking	73	88	94	85
Worker's man	70	62	86	74
Leader	67	85	87	80
Key person	60	70	90	75
Counterpart of foreman	66	67	90	76
Responsible	82	93	96	90
Good listener	87	86	92	89
Good communicator	93	87	94	92
Active	91	79	92	88
Fair	93	74	94	89
Adjustment	60	67	94	75
Justifiable facts	95	79	97	92
Written record	98	81	96	93

Chart 14

Semantic differential question. Comparison of responses. Expressed in percent using broken line graphs.



Summary: Chart and Table 14, Semantic Differential Question, Significant Differences--All Stewards

Friendly. Field-job stewards (66%) were below the norm (74%) in being friendly. Group unity and expertise were more important in the steward profile. Shop-floor stewards (81%), on the other hand, were above the norm (74%) in friendliness. This appeared to be a compensating factor to handle highly predictable managerial overdemand and over-response in critical situations.

Helpful. Field-job stewards (71%) were below the norm (84%) in helpfulness. Individual merit and ability were more important. If a worker could not function under field conditions, he should not be there. Conversely, service stewards (73%) felt that being helpful was of utmost importance, particularly in building solidarity.

Hardworking. Field-job stewards (73%) were below the norm (85%) in working hard. Field conditions were less controllable and less predictable. More sloughing was apparent on field jobs, with less supervision. Conversely, service stewards (94%) were more idealistic and considered hard work essential to a good steward profile.

Worker's man. Shop-floor stewards (70%) were below the norm (74%). A balance was necessary between pleasing workers and management for good shop-floor conditions to persist, hence a low rating. Conversely, service stewards (86%) were less experienced steward-wise and were constantly suspicious of management, hence the skewed worker support.

Being a leader was not of utmost importance. Field stewards (67%) were below the norm (80%). It was felt that any worker could and should be able to step into a steward's position, with alternating leadership as required with crew backing. This was usually a situation of constant change, with stewards, workers and supervisors constantly changing, versus floor (85%) and service (87%) conditions of little steward change. Here the steward with genuine leadership abilities became and remained steward over long periods of time.

Key person. Field (60%) and floor (70%) stewards looked upon stewards as being equal key personnel with consultants, foremen, superintendents, etc. Service stewards (90%) exceeded the norm (75%) here; their idea was that the steward was far superior to any personnel.

Counterpart of foreman. Field (66%) and floor (67%) stewards were below the norm (76%) in ratings, as most were former foremen. The realization was that if the foreman was adequate, the steward in turn had a lesser job to perform his duties, whereas service stewards (90%) felt that the foreman had to be watched constantly and was countered as an adversary.

Responsible. Responsibility ranked high with all groups. A steward must be responsible at all times (90%).

Good listener. Good listening ranked equally high with all groups. A steward must be a good listener (89%).

Good communicator. All groups agreed that this was

an important factor in the steward profile (92%).

Active. Shop-floor stewards (79%) were below the norm (88%) in activity. Facilities, enclosures, etc. provided high predictability in steward activity. There was little need to search things out as the closed system made events highly predictable.

Fair. Shop-floor stewards (74%) were well below the norm (89%) in fairness. It appeared that in a highly static system, a little skuldugery was needed to induce change. Field (93%) and service (94%) stewards were near the norm in fairness.

Adjustment. Field stewards (60%) were below the norm (75%). It was felt that the worker too must adjust. Service stewards (94%) were opposite and felt that management should always provide redress. Shop-floor stewards (67%) attained a near balanced norm (75%).

Justifiable facts. Shop-floor stewards (79%) were below the norm (92%) in seeking facts. It was felt that as management never fully justified facts, neither should labor have to justify all facts. On the other hand, field (95%) and service (97%) stewards were very fact conscious.

Written record. Field (98%) and service (96%) stewards were considerably above the norm (93%) in providing written records of key events. Facts were recorded and proven; a written record was always essential. Floor stewards (81%) were less inclined to have written records, as floor and shop evidence is more readily available with little or no change in facility arrangements.

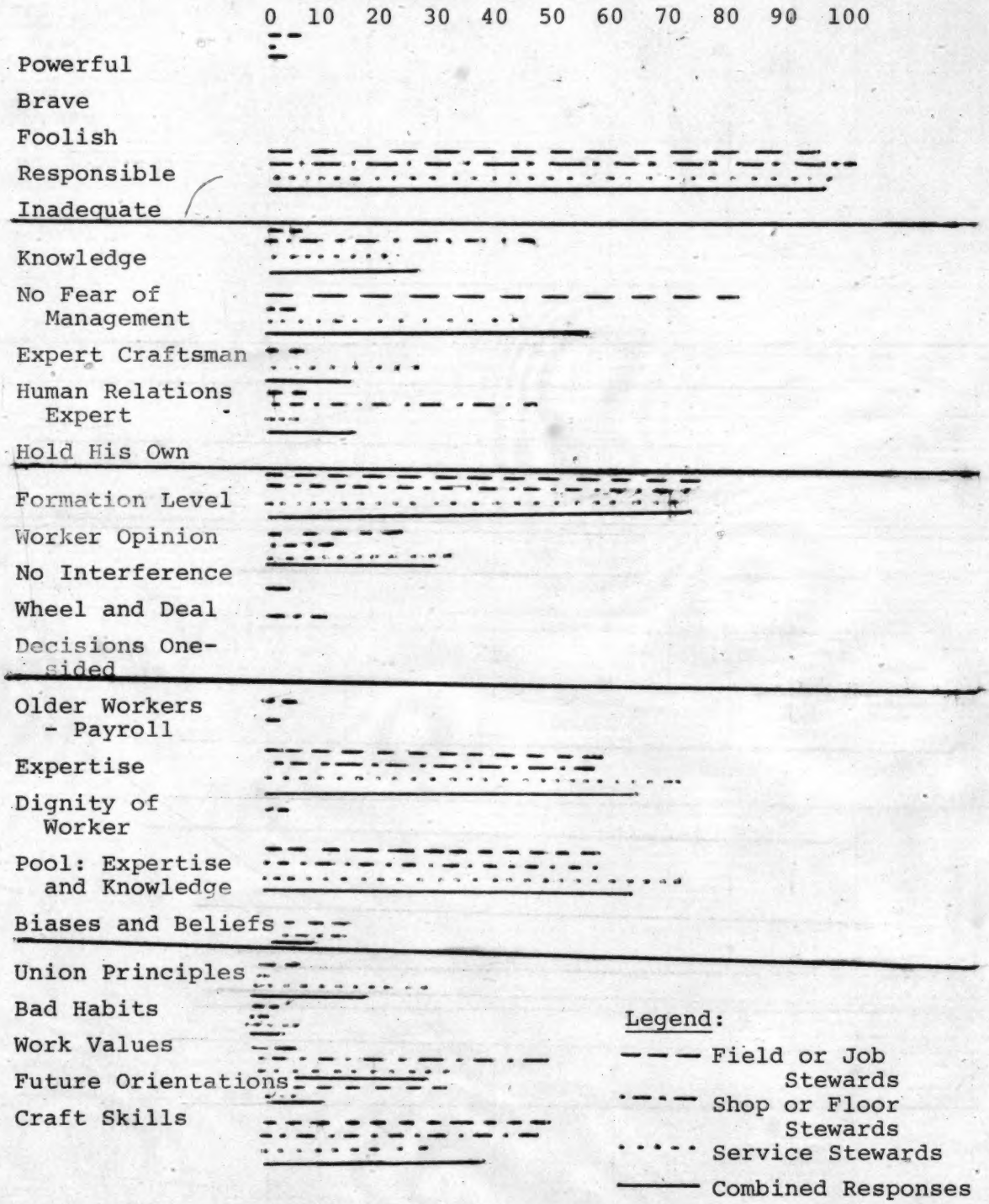
Table 15

Comparison of responses. Expressed in percent.
(MOST IMPORTANT IN EACH GROUP)

	J	F	S	C
1. How do you feel about being a steward?				
Powerful	5		1	3
Brave				
Foolish				
Responsible	95	100	99	97
Inadequate				
2. What is the single most important quality a steward should have?				
Knowledge of the contract	7	47	22	28
Not be afraid of management	81	6	44	58
Be expert in his craft	7		28	17
Human relations expert	5	47	6	17
Always stand his ground				
3. Good relations between steward and foreman eliminates much red tape and facilitates decision-making between labour and management.				
Ideas and problems are aired at the formation level	76	73	68	72
Worker opinion is available at this level	24	12	32	23
No interference from big unionism and big management				4
Steward and foremen can wheel and deal on issues		12		
Decisions can be one-sided				
4. Feather-bedding is a necessary part of unionism.				
Keeps older workers on the payroll		3		1
Makes expertise and knowledge available to younger workers	59	57	72	64
Avoids unemployment and preserves the dignity of the workers		3		
Creates a larger pool of expertise and knowledge	24	20	28	25
Preserves old biases and beliefs	17	17		10
5. A young worker can learn from the older worker.				
Union principles	9	3	28	16
Bad habits	5	3	8	6
Work values	7	47	32	27
Future orientations	31		4	12
Craft skills	48	47	28	39

Chart 15

Comparison of responses. Expressed in percent for each factor. (MOST IMPORTANT IN EACH GROUP)



Summary: Chart and Table 15, Summary and Explanation

The most important factors in the comparison of responses were as follows.

1. Being responsible ranked high with all groups--97 percent.
2. Not being afraid of management predominated (58%) with the field group leading.
3. Good steward-foreman relations were important, as ideas and problems were aired with worker input (combined response--95%).
4. Keeping older workers on the payroll for the sake of expertise and knowledge was a combined response of 89 percent.
5. Learning from the older worker was a combined response of 94 percent.

The above provides a general summary of the most important factors comprising a steward profile. A steward must be responsible (97%) and not be afraid (58%) of management. Good steward-foreman relationships (95%) and direct, clear communication is necessary in workplace problem solving. Older workers were a constant source of knowledge and expertise (89% and 94%, respectively).

Table 16

INTERVIEW QUESTION

What would you consider the most important single factor that affects a steward's job? Expressed in percent.

Service

N = 50 (by ranking order as cited)

16	32%	lack of: steward assertiveness, self-confidence, courage
10	20%	bias, opinion affecting contract interpretations
6	12%	lack of worker initiative, lack of self-starters
3	6%	need for constant supervision of workers
15	30%	no reply

Field Jobs

N = 42 (by ranking order as cited)

10	24%	bad management attitude, deliberate contract violations
10	24%	sloughing safety to cut expenses
8	18%	management's ignorance of the contract
4	10%	workers lacking pride in work, no work values
4	10%	steward temptation at promotion to management
4	10%	short sightedness of workers--overlooking long range benefits for immediate benefits

Shops

N = 30 (by ranking order as cited)

12	40%	absenteeism, worker irresponsibility, opting out
8	27%	lack of worker initiative, lack of self-starters
6	20%	communications: incomplete, distorted
4	13%	bias, opinion affecting contract interpretations

Summary and Explanation: Table 16

What is the most important factor affecting a steward's job?

Service stewards considered lack of steward assertiveness, self-confidence and courage (32%) to be most important. The steward must assert his position in spite of opposition from any source. Bias and opinion (20%) can creep into contract interpretations, producing contention and further difficulties. Problems must be carefully analyzed to produce clear-cut decision making. Lack of worker initiative, and lack of self-starters (12%) further complicates a steward's role. Sloughers and low production workers can unethically demand steward involvement and protection. The steward must examine and umpire all situations carefully. Because of the above mentioned problems some workers require constant supervision (12%), or they will readily stop working and seek other diversions.

Field stewards cited bad management attitude and deliberate contract violation (24%) as being the single most important factor affecting a steward's job. On field jobs the only reliable predictable instrument is the contract. All other factors--space, facilities, personnel--are far less controllable in a field situation. Unscrupulous management manipulation of these variables produce deliberate contract violations much to the chagrin and disadvantage of labor. The field steward, of necessity, practices constant alertness and vigilance to prevent injustices. Often

contract violations are management's ignorance of the contract (18%). Major concern of management personnel appear to be in line with contract completion for promotion incentives. Contract ignorance, be it deliberate or feigned, is a real problem for the attending steward. Sloughing safety (24%) to cut expenses, along with workers lacking pride in their work (10%), is a genuine field problem as perceived by field stewards. Workers with low work values are basically paycheck oriented. This results in shoddy and incomplete workmanship. This short sightedness of workers results in overlooking long range benefits for immediate effects (10%). The long range prospects can be devastatingly destructive to both labor and management. Stewards are lured by management into supervisory positions; workers interpreted this as temptation at promotion. A work group's strength is often entirely destroyed in removing the steward by promoting him. The new steward has to relearn the system variables and their workings. This gives management time to change factors without confrontation from labor.

Shop stewards reported absenteeism, worker irresponsibility and opting out (40%) as being the most important single factor affecting a steward's job. Worker absence, be it bodily or mentally, creates gaps within the system. A worker may be present, but be irresponsible and opt out Of critical situations producing breakdown of segments of the system. The steward and foreman must remedy the matter, even though worker demands may be overwhelmingly unfair.

Lack of worker initiative, and lack of self-starters (27%) create the need for constant supervision of workers. Further problems can develop when communications are incomplete or distorted (20%), be it either at the sender or receiver end. Incomplete or distorted communications are often the result of bias and opinion (13%) entering into contract interpretation.

Summary of Findings to Each Stated Assumption

Assumption 1: Steward behaviour and perception are factors of training, nature of work and work space. Steward profiles upon investigation of data were decidedly different from those presented by union manuals. Job or field stewards were contract, procedure and team oriented. Sociologically, it would appear that this is a way of injecting high predictability and pattern maintenance into an otherwise unpredictable situation. Facilities appear to instate behaviour with high predictability. There was far less concern over contract, grievance procedure and hearing complaints. Team work and group solidarity appeared to be equally important in all groups. Company policy and authority systems advocated and encouraged these values.

Assumption 2: The role of the steward in the work setting is an evolving role, which can be learned. The steward role appeared to be fixed or almost frozen in field and shop groups. Service groups had the best evolving educational program. This was also the group which was the most

inexperienced in stewardship.

Assumption 3: The perception of steward differs with the following groups--service, field jobs, shops. Essentially, service stewards were basically suspicious of management and felt that they were manipulated. Job stewards found predictability in being contract oriented. Shop stewards were system oriented and worked in close conjunction with management.

Assumption 4: Teamwork and confidence are necessary factors of successful stewardship. All three groups scored high on this. Confidence begets teamwork and teamwork begets confidence. Teamwork produces solidarity in backing the steward in grievance procedures and settlements. These factors all tie in with assertiveness, self-confidence and courage--all given high ratings.

Assumption 5: Changing work values are a factor in steward behaviour. Field jobs provided less predictability and less quality and materials control. The nature of the field job dictated work values expressed on the job. Sloughing appeared more prevalent on field jobs, with close scrutiny, quality control and pride expressed on shop jobs. The greatest concern over this was expressed by the shop group. There was further concern over lack of worker initiative and lack of self-starters, plus short sightedness of workers. Younger workers were a predictability hazard.

Assumption 6: The steward is a counterpart of the foreman. Management is always aware of this and is eager to

promote potential foremen. Labour expressed its concern as "temptation for promotion"--expressed by the field group. Admittedly, a steward promoted to foreman would induce higher predictability and maintenance patterns in a formerly unstable field-job condition. Good stewards make good foremen.

Assumption 7: Some professional or semi-professional groups have personnel that perform the function of stewards. Nurses have a UNA representative who precisely fills the good steward profile. The ATA Rep similarly completes a similar profile. Personnel managers approximated the good steward profile.

Summary: Chapter IV

These factors form pairs in producing a steward profile: (a) contract interpretation and violation; (b) responsibility and confidence; (c) grievance procedure and hearing complaints; and (d) team work and group welfare. Violations occur because interpretation, either by labour or management, is incorrect--intentionally or unintentionally. A steward must show responsibility, but requires the confidence of union experience to do so. Hearing complaints is one of the first steps of grievance procedure, and must always be heeded. Assumedly, if teamwork does not exist, the group will suffer. Teamwork is a first criteria to produce group welfare. Cohesiveness and solidarity are recognized as pre-requisites to good teamwork.

In general, steward training, being a detective, contract violation, labour law, personal power, work knowledge and seniority were given average ratings. Upon checking and questioning, the general feeling was that a steward learns by doing, by being a steward. Experience seems to be more essential than training, although training too is necessary. Being a detective appeared less essential as rules and contract interpretation are supposedly fairly obvious. Contract violation appeared slightly unimportant, and was given a lower priority because, in general, once negotiations are complete contract interpretation remains fairly constant. Although labor law knowledge was the realm of business agents and lawyers, it was still necessary for stewards. Personal power was medium-rated; stewards concluded that power was embodied in the crew and the Union Hall. The steward was a spokesman, not a power figure. Work knowledge was essential; also, one could learn on the job. Seniority was of lesser importance than merit. Positions are earned by expertise and knowledge.

An evolving role of the steward in the work setting becomes evident upon examination of the data. This role is an augmented one in contrast to that presented by most steward manuals. New and distinct characteristics appear. In this emerging role the steward is not an adversary, but a working counterpart of the foreman, and a member of the technical and quasi elite.

CHAPTER V

SUMMARY AND CONCLUSIONS

A New Steward Profile - An Emerging Role

After investigation of the research data, a steward's profile is different from that depicted by the average steward manual. In addition to the previously mentioned attributes, a steward is fair, friendly, enthusiastic, courageous, efficient, knowledgeable (Canadian Labour Congress, 1978, pp. 9-10); other suggestions and attributes are new elements gleaned from the data. Wherever available, quotes are provided to further validate the findings of this study. An emerging role of the Steward in the work setting becomes evident.

A Steward is a Counterpart of the Foreman

Characteristics contributing to counterpart were rated as follows: (a) work knowledge - 73%; (b) confidence - 91%; (c) being a spokesman - 85%; (d) foreman counterpart - 67%; (e) being responsible - 92%; (f) being a good listener - 89%; (g) being a good communicator - 92%; (h) being active as a steward - 88%; (i) being fair - 89%; and (j) being co-operative - 90% (Chart, Table, Summary 1, 4, 15). In order that a steward be effective he must be a counterpart of the

foreman. Good stewards make good foremen; similarly good foremen make good stewards. In either case, it is essential to know both sides of a job situation to react intelligently.

A Steward Must be Responsible, Confident and Assertive

A steward must be responsible and confident in his job. He must also be assertive in exhibiting responsibility and confidence to both workers and management alike. A low profile does not enhance the steward image. The steward must be seen and heard. His presence must be known and felt. Combined responses for the above was 95 percent. The Semantic Differential Question was 90 percent. Ninety-seven percent appeared under the Most Important Factor. In the Interview Question, unsolicited response, this appeared as 32 percent, stating this as a lack of assertiveness. Confidence was rated at 91 percent. Responsibility was rated at 90 percent plus (see Charts, Tables, Summaries 1, 2, 3, 4, 5, 6, 7, 8 repeatedly). The steward acts responsibly, discouraging irresponsibility and illegitimate complaints. He accepts only real issues, in the day-to-day change and crisis. Confidence comes from strength of a steward's position gained through social and union contacts, majority support, and opinion leaders' support. Through knowledge and experience a steward's profile is enhanced.

A Steward Must be a Good Listener and Speaker

In being a good listener, the steward detects valences of opinion and is able to judge correctly the centrality of issues. All the facets of a grievance must be fully examined, regardless of how trifling these may seem. Often trifles hold the key to resolution. Similarly, good communication is equally important, as balance is needed between listening and talking. Once the facts are known and correctly structured into a persuasive case, they must be presented to the proper authorities. Only then can reasonable respite or compensation be brought to bear on the grievance. Findings for the above were as follows: (a) being a good spokesman and communicator - 85%; (b) being a good listener - 89%; (c) hearing complaints - 86%; (Charts, Tables, Summaries 1, 2, 4; similar ratings were repeated with all groups); and (d) percentages obtained on the above factors for AUPE (see Appendix) were 100%.

A Steward Must be Knowledgeable and Well Trained

Knowledge produces a normative atmosphere. Knowledgeable stewards are less ready to accept abnormal and unsafe working conditions. A steward is knowledgeable, particularly in contract interpretations and work expertise. Contract interpretation is directly relevant to a steward's knowledge of the job and that of similar trades. Direct and precise knowledge of assembly, processes and operations eliminates ignorance and biases. This is directly relevant to

a union's successful existence in a craft world of legal grey areas of distinction between union groups. The able steward, in knowing his craft and the legal consequences of work infringement, can educate management accordingly, and thereby maintain peace between unions, and between labor and management on the job site. Ratings in relation to knowledge were as follows: (a) work knowledge - 81%; (b) knowledge of contract violations - 81%; and (c) contract interpretation knowledge - 94% (see Chart, Table, Summary 4). Similar ratings occurred in all groups.

The writer stresses that training and education are a direct factor of the steward's success in the workplace. Power, unity, mass decision, morale building and collectivity are a direct result of education and information programs. The greatest problems a steward has to face are bad attitudes and poor understanding due to low educational background and apathy among workers. Miller warns ominously that the demise of the union and the steward will be a result of education lack, with a consequent need to upgrade and change (Miller, 1965, pp. 45,207). A similar warning is issued by van de Val, that trade unions have not improved or grown correspondingly as have mega-corporations (van de Val, 1978, p. 190). Hence, concern and anxiety neurosis are easily solvable and overcome by education. Findings for education and training as an important factor are 81 percent (Chart, Table, Summary 7). This was a high priority in all groups examined.

To enhance steward education, suggestions by the writer are:

1. Workshops lasting several days with experts as speakers from: (a) various government departments; (b) the academic disciplines; (c) labour relations; (d) work psychology; (e) sociology of work; (f) management; (g) labor law; (h) workman's compensation board; (i) unemployment insurance; (j) skilled craftsmen; and (k) apprenticeship board.
2. On job, off job, union halls--seminars, well stocked libraries, handouts, union courses, company courses.

A Steward Must Be a Grievance Processor

A steward must be a genuine grievance processor. His choice of grievances for processing must be based on work knowledge and merit, versus seniority and favoritism. Of necessity, a steward personality must be sufficiently rugged to withstand undue and severe criticism along with verbal abuse in standing up for what is right. Ethically, at all costs to one's character, the right must be maintained. Doing what is right and good must be foremost in the steward's mind, in selecting grievances.

Findings pertaining to the above were as follows: (a) being a detective - 73%; (b) being a grievance processor - 89%; (c) hearing complaints - 86%; (d) understanding and identifying contract violations - 81%; (e) contract interpretation - 94% (Chart, Table, Summary 10); and (f) findings for AUPE (see Appendix) - 80%, with similar

findings for all groups.

A Steward Must Be a Solicitor, Detective and Umpire

The steward as solicitor can play a distinctive and useful role as a translator of natural justice into negotiated justice. The solicitor brings into play a combination of: (a) ideology and pragmatism; (b) labor law and legal procedures; (c) union principles and consciousness; and (d) a balance between ideal and reality. A proper combination and balance of theories and practicalism fosters a better collective consciousness and action. Theoretical knowledge plus training would prepare stewards for appropriate strategies in problem areas. Percentages were as follows for factors enhancing the solicitor, detective roles: (a) work knowledge - 81%; (b) being a detective - 73%; (c) contract violation - 81%; (d) contract interpretation - 94%; (e) labor law knowledge - 70%; (f) justifiable facts - 92%; (g) written record - 93% (Chart, Table, Summary 10); and (h) AUPE findings used for justice and fairness - 100%. Repeatedly all groups considered this high priority.

As umpire, a steward can incite disruption or prevent it. His power and dignity of position are directly dependent on leadership capacity, to interpret desires, demands and grievances of the workers. Umpire traits from the findings were: (a) being fair - 89%; (b) adjustment - 75%; (c) justifiable facts - 92% (Chart, Table, Summary 11); and (d) AUPE stated this under additional causes - 20%. The

findings were similar in all groups examined.

The writer places heavy emphasis on the steward as umpire and foreman as team captain in game strategy. Idiosyncracy credits are exchanged and accumulated, indebting some, helping others, producing links of friendliness and obligation. Workplace bargaining brings into play efficacy of members, constant alertness, situational assists, daily contact to handle spot grievances--thus increasing the depth, range and effectiveness of the steward. According to Marsh, informal steward negotiations settled are 78 percent, issues discussed are 93 percent, at the floor and field level (Marsh, 1973, p. 277). A suggestion to handle this is the co-operation spectrum (provided by Peach): conflict-aggression-containment-accommodation-cooperation-collusion; keeping discussions on the progressive side. Steward types and the nature of leadership provided determines success or failure of stewardship. Personality types may facilitate or disintegrate steward procedures (Peach, 1975, p. 15).

A Steward Must Be a Forceful Leader

Forceful personalities generate enthusiasm, trust, and charisma. Powerful leadership in times of massive resistance and stress centralizes issues, leading to cooperative relationships and evolving labor relations policy. A steward as leader can invoke teamwork, cohesiveness and solidarity. He can similarly incite disruption. It is important for both labor and management to pick steward personalities that fulfill and enhance the steward image. The

job must match the personality. A weak personality can decentralize issues and destroy cohesiveness. Powerful personalities decern and centralize issues, producing teamwork and solidarity. Similarly, troublemakers can destroy group cohesiveness and even produce sabotage, neither of which is desired by workers or management. Findings supporting the above were as follows: (a) AUPE (see Appendix) - 90% of respondents believed that forceful leadership was necessary; and (b) teamwork in conjunction with leadership was given a rating of 81% (Chart, Table, Summary 11, 13), demonstrate similar findings.

Conclusions: A New Steward Role and Profile

In a leadership position, the ease of goal-setting is typified by fights, coalition, tensions and decision making of a special few, before group consensus is achieved (Napier, p. 111). A group like an army cannot advance unless it keeps its lines of communication clear. The good steward, considering that the medium is the message, will convey or obtain information and play the steward role as the situation may dictate. Trotta provides a set of guidelines for management to choose adequate personnel for this role:

1. Select foremen, stewards and supervisors with potential to handle people as well as technical problems;
2. Provide intensive training courses for new personnel and periodic refresher courses with pay;
3. Establish good personnel policies and practices;

4. Create a climate for good human relations throughout the company workplace;
5. Explain new contract revisions to all personnel; and
6. Set up periodic conferences during which top management can discuss and examine new concepts in employee relations with employees. (Trotta, 1976, p. 70)

How many types of stewards are there?--the findings of this research indicates there are four distinct types of stewards: (a) field or job steward; (b) shop or floor steward; (c) service steward; and (d) professional group steward. As indicated by role performance profile, professional group stewards include United Nurses of Alberta representatives and Alberta Teachers' Association representatives. The questionnaire was completed by several UNA and ATA representatives who had taken steward courses. They agreed that their job description fitted the steward profile.

Undoubtedly, the above groups could gain much by learning, adopting and applying union tactics and good steward strategy in workplace bargaining. Codes of ethics have prevented professionals and similar groups from being more militant. The writer's observations are that more militant labor groups have no code of ethics to restrain conduct. Teachers and nurses on strike, when ordered back to work, do so. Militant labor groups do not usually return to work when court-ordered, as indicated by recent news items. Some labor groups require a means of self-restraint. Without a code of ethics, unrestrained bargaining occurs in the workplace. A workers' code of ethics would provide a behavioral

profile, more cognizant with societal needs and expectations.

Batstone summarizes the changing labor scene: 30's - depression, labor chaos, rise of unions; 40's - management direction and wishes--war years and after; 50's - decline of plant unity; 60's - development of quasi-elite; 70's - management-labor co-opting; and 80's - management-labor-government co-opting? (Batstone, p. 287) In a democratic society, government possesses a sovereignity of interest, to act as arbiter and decision maker in difficult situations. Presently our provincial and federal governments are investing large sums of money, expertise and long-range planning into the mega-energy projects. This will lead to employment of large numbers of workers, requiring supervisory personnel and stewards. Within the above framework is the evolving steward role. In every case the steward remains a key person, and a member of the technical-quasi-elite. This writer predicts that the steward will continue to remain so, into the 1980's and well beyond. Further, the steward role will become more important, more intricate and more complex as industry and technology advance.

A more realistic profile emerges. Repeatedly the data confirms that a steward is: (a) a counterpart of the foreman (Table, Chart, Summary 5, 8, 11, 14); (b) responsible, confident, efficient (Table, Chart, Summary 13, 14); (c) a paralegal officer, solicitor (Table, Chart, Summary 13, 14); (d) courageous, assertive, enthusiastic (Table, Chart, Summary 15, 16); (e) an umpire and political

stabilizer (Table, Chart, Summary 12, 13, 14); (f) a social engineer and organizer (Table, Chart, Summary 5, 7, 8, 9); (g) a detective and grievance processor (Table, Chart, Summary 4, 5, 7); (h) knowledgeable, well trained educator and craftsman (Table, Chart, Summary 7, 8); (i) a good listener and good communicator (Table, Chart, Summary 4, 5); and (j) an idea man, forceful leader and spokesman (Table, Chart, Summary 4, 5).

Summary

The necessity arises to update steward roles and profiles in the work setting as this is an emerging and changing role. A steward is a counterpart of the foreman. To be effective, he must know the foreman's job in order to react intelligently to foreman demands. It follows that a steward must be responsible, confident and assertive. A low profile is not conducive to effective steward conduct. Through social and union contacts the steward gains support, information and confidence. He must be able to listen well, to detect opinion valences in conversation, leading directly to his ability to pick legitimate grievances. Once a decision is reached correctly, it is necessary to speak up and to defend that position. However, this defence must be based on knowledge, training and skill. Knowledge produces a normative and productive atmosphere with training and education being a direct factor. Through education steward leadership is enhanced--power, unity, mass decision, morale

building and collectivity are a direct result. Knowledge leads directly to a steward being a good grievance processor. He is able to select genuine grievances and eliminate useless ones. Once the initial selection process is over, he can become an effective solicitor, detective and umpire. He can give advice where needed, seek facts and umpire decision making at the information and discussion levels. A steward in being forceful generates enthusiasm and trust, essential in times of massive resistance and stress. This invokes teamwork, cohesiveness and solidarity within the working group. To facilitate the process, management and labor should choose adequate personnel for supervisory and stewardship positions. Four distinct steward types emerge, having relevance in today's and the future world of work: (a) field or job steward; (b) shop or floor steward; (c) service steward; and (d) professional group steward. In some cases a code of ethics appears restrictive to the steward role. In Alberta's changing industrial future, all four steward types will play an increasing and important role in labor-management relations in the work setting.

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APPENDIX A

A Course Evaluation, "Steward's Course AUPE"

A COURSE EVALUATION - "STEWARD'S COURSE A.U.P.E."

BACKGROUND

A. Location

Attend and examine a steward's course conducted by the Alberta Union of Provincial Employees, at R. 17, Chieftain Building, 10985 - 124 Street, Edmonton, Alberta.

B. Conflicts and Problems

1. This appears to be the first evaluation attempted on Union Steward Courses in Edmonton.
2. The Union and the participants were very cooperative.
3. Setting up the questionnaire posed a slight problem, as consultation by phone was necessary. Cross-checking with the instructor yielded good advice on the question set.

C. Definition of Terms

Steward - key person in the union structure, representing the membership, providing liaison with workers and management.

Foreman - counterpart of the steward, representing management.

Complaint - a voicing of dissatisfaction, finding

fault, accusation, charge, complaining.

Grievance - a real or imagined wrong, reason for being annoyed, cause for complaint, injustice, injury.

Alienation - turning away in feeling or affection, making unfriendly, estrangement.

EVALUATION MODEL: TYLER

A. Define Objectives

1. Nature of Task - to conduct a test for learning and teaching performance "Steward's Course".

- to observe, question, learn.

2. Designate Group - heterogenous group, The Alberta Union of Provincial Employees.

- Mixed group from various trades.
- Trades represented: Boilermakers, Ironworkers, Teamsters, Postal Workers, Meat Packers.
- Ages: 20-46, estimated.

3. To Test for Teaching and Learning in the Course:

- to locate weak areas, if any.
- to locate new areas of concern.

4. Outcome or Product of Instruction - data is to be compiled.

- Use in Ed. Ind. 521, for course completion.
- Provide data feedback to A.U.P.E. (as a result the course was totally revised and updated June 1979).
- Hopefully provide some advice for guidance as to how the course may be improved.

5. Standard of Performance:

- Questionnaire: True and False, 20 questions; balanced: 10 True, 10 False.
- Questions were based on the information in the course.
- Questions covered basically: duties of a steward; work satisfaction of being a steward.

B. Variables and Areas I Wish to Identify

1. Amount of teaching and learning taking place in a steward's course.
2. Method: Pretest, post-test.
3. Identify weak areas of concern.
4. Identify new areas not covered in the course, "additional concerns".
5. Educate clients for change.

Steward's Course Test

Answer the following using True (T) or False (F):

_____ 1. The steward is a counterpart of the foreman.

_____ 2. Because stewards require membership backing, they are not key persons.

_____ 3. The steward is responsible for all organizing in the workplace.

_____ 4. The steward is a spokesman for his group.

_____ 5. The steward must process all complaints.

_____ 6. The steward must listen to all complaints.

_____ 7. A good steward is only concerned with keeping workers happy.

_____ 8. A good steward seeks facts for his case.

_____ 9. Most people wishing to be stewards, do so for the sake of power.

_____ 10. Much red tape can be avoided if the steward and the foreman have a good talking and working relationship.

_____ 11. The steward is responsible only to himself.

_____ 12. Good communication is a steward's duty.

_____ 13. A steward is known by his actions.

_____ 14. As leader: a good steward can have a good working and unifying effect on his work group.

_____ 15. A grievance is like a detective story, requiring much sifting to arrive at the truth.

_____ 16. A steward should ignore sabotage on the job.

_____ 17. Drinking and deviant behaviour on the job is alright so long as the worker does not get caught.

_____ 18. The young worker is less restless on the job because of his better education.

_____ 19. Job alienation and hating work is always the workers' fault.

_____ 20. Older workers must train younger workers.

List five (5) duties of stewards as you perceive these to be:

1.

2.

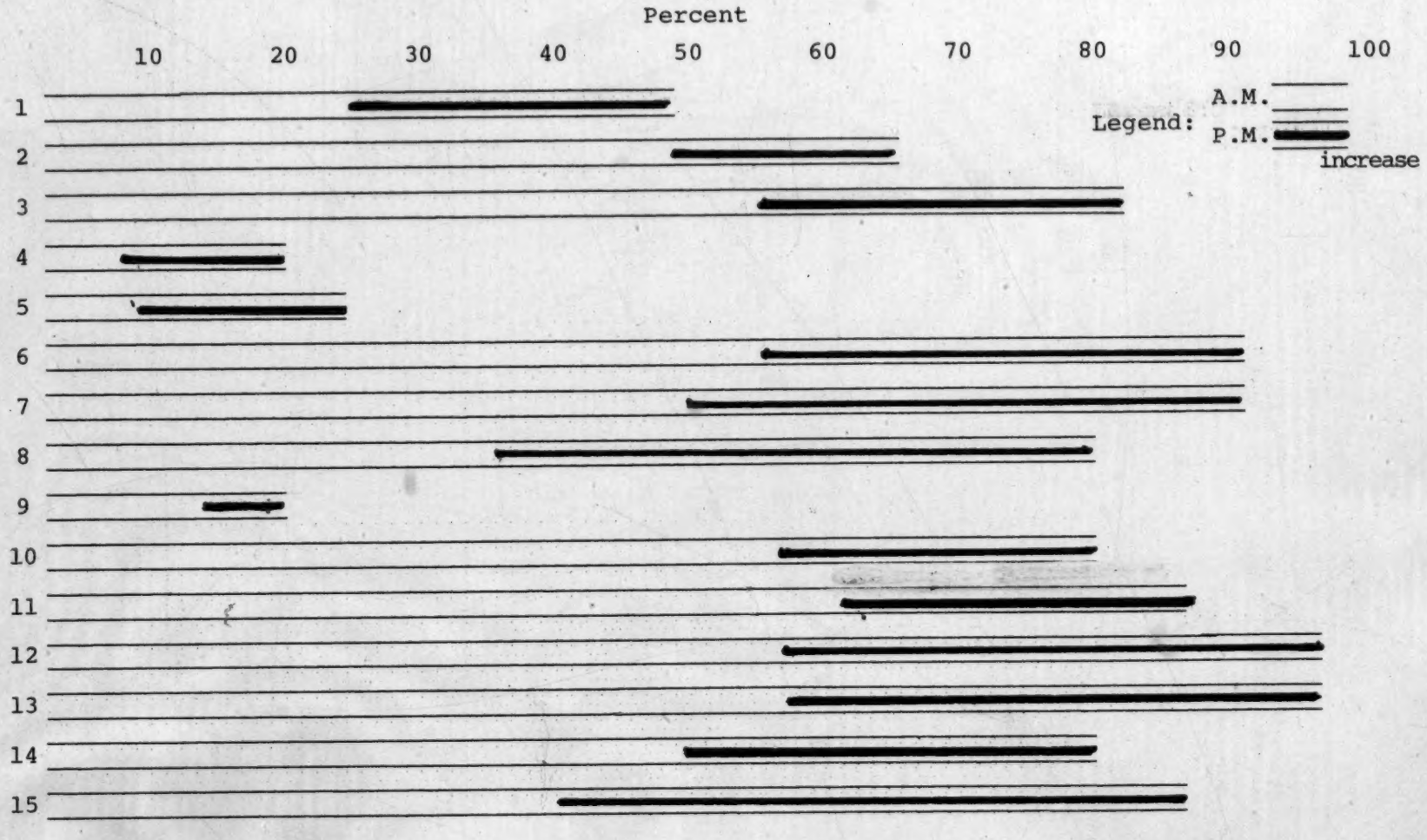
3.

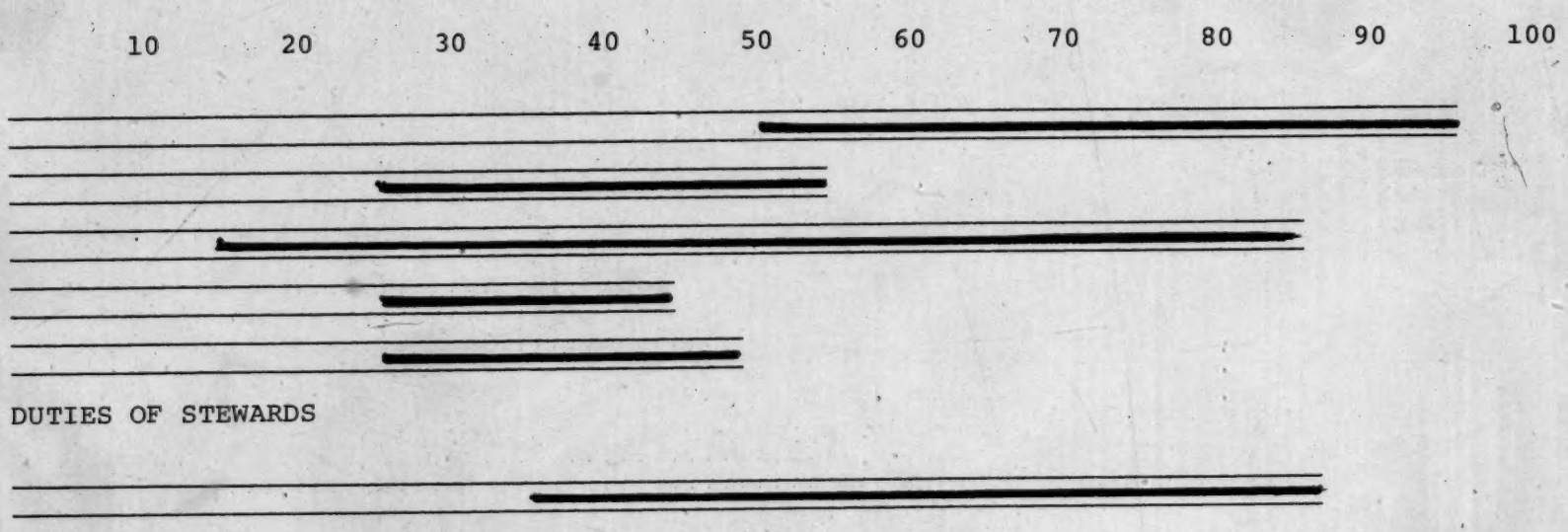
4.

5.

List any additional concerns that you think a steward should be dealing with.

RESULTS OF QUESTIONNAIRE A.M. AND P.M. BY QUESTION - N=25





DUTIES OF STEWARDS

Questions of Smallest Gain

#2. Because stewards require membership backing, they are not key persons.

#4. The steward is responsible for all organizing in the workplace.

#5. The steward must process all complaints.

#9. Most people wishing to be stewards, do so for the sake of power.

Possible Reasons for This Gain

1. These were areas of lowest interest.

2. These are possibly areas of little union concern presently.

3. Possible poor teaching and poor learning has taken place here.

4. Questions were not understood fully.

Interpretation

#2. Stewards, in order to be key persons require membership backing. This gives them necessary power to negotiate.

#4. The steward is only responsible to organize workers and grievance procedures. Management organizes work, time, space, materials, personnel, etc.

#5. The steward must examine all complaints--some may be irrelevant or foolish. The good steward chooses complaints that are legitimate.

#9. People becoming stewards do so to help their fellow

men and themselves better their lot. This may lead to power.

Questions of Greatest Gain

#6. The steward must listen to all complaints.

#7. A good steward seeks facts for his case.

#8. A good steward is only concerned with keeping workers happy.

#12. Good communication is a steward's duty.

#16. A steward should ignore sabotage on the job.

#18. The young worker is less restless on the job because of his better education.

Possible Reasons for This Gain

1. These were areas of highest interest.

2. These were possible areas of greatest union concern.

3. Possibly better teaching and learning took place here.

4. These questions were well understood.

Interpretation

#6. Listening may have been confused with processing. All complaints must be heard, but not necessarily processed.

#7. Facts are not always easily available, or may be distorted. It is necessary to seek additional clarity and facts.

#8. A good steward is more concerned with fairness, than with just keeping workers happy.

#12. Good communication is a necessity for stewards.

#16. When sabotage is ignored, a steward can be implicated.

#18. The young, better educated workers examine ideas and they see their relevance or irrelevance in the world of work, hence restlessness.

Conclusions

Very likely, the areas of weakness and concern are in the areas of:

#5. Organizing.

#9. Complaints - being able to recognize genuine complaints.

#17. Stewards and power.

#19. Work alienation.

#20. Training of workers.

These are likely the areas requiring greater emphasis and more instruction. Possibly greater research should precede these areas to clarify them more completely. The job of organizing for the steward must be confined to union duties only. Complaints must be heard and listened to, but also have to be carefully screened and evaluated. A good steward possesses power, but does not use it indiscriminately. There is a time and place for union power. If used correctly, it can be very effective. If used incorrectly, it can be destructive to the union. Drinking and deviant behaviour should never be tolerated on any job. This can be dangerous to workers. Older workers may help train younger

ones, but it is not their duty to do so. Alienation is an area that most work groups have ignored. Management has done research and teaching on the topic; perhaps labour too should be doing their part.

Some Supportive Evidence - Additional Concerns Expressed

The role of the union steward is seen as emphasis upon protecting or looking after the interests of the workers in the workplace. The steward's task is to ensure some system of justice or fairness as defined by union principles. Batstone, Barastone and Frenkel (1977, p. 120) report 100 percent support of the idea; this correlates with 100 percent support of the idea by A.U.P.E.

Education and training in being a steward is regarded as necessary, or helpful. This is supported by the findings of Batstone, Barastone and Frenkel (1977, p. 163). They report 58 percent of respondents expressing the idea. Similarly, A.U.P.E. findings are 24 percent.

Management is acutely aware of the steward's influence in terms of their attitudes towards: work, company, union. The indications are that an influential steward can incite disruption or prevent it. Batstone, Barastone and Frenkel (1977, p. 161) report 41 percent of respondents volunteered information and opinions specifically. Similarly, A.U.P.E. findings were 20 percent.

Cooperation between the foreman and steward is essential in eliminating unnecessary procedures and red

tape. A close and trusting relationship between steward and foreman facilitates floor and field decision-making. The lines of communication are kept short and precise. Informal bargaining and favor swapping can be used to create unity and harmony between workers and management. When a worker finds dignity in work a cohesive, functioning social system results. The informal system facilitates this. Batstone, Barastone and Frenkel (1977, p. 165) report that 37 percent of workers questioned perceive this as a necessary factor. A.U.P.E. findings were 12 percent in the same area.

The union steward serves as a link between labour and management. As a counterpart of the foreman, a balance of power is achieved at the grassroots level. The steward is the ombudsman of the workplace. As the daily visible representative of the union, the steward is required to ensure that the employer lives up to the terms of the written contract. The steward works with members in the workplace in representing these members before management. The steward is undoubtedly the most important link within the union. He organizes on the first level, between workers and the employer. He is the spokesman for the workers and represents their demands, particularly contract violations by management.

A good working relationship between steward and foreman makes their job easier for both of them. They are equals, sharing responsibility for successful labour relations. A friendly and businesslike manner helps settle

problems right from the start.

Duties of a steward as perceived by A.U.P.E. were as follows, at the conclusion of the course:

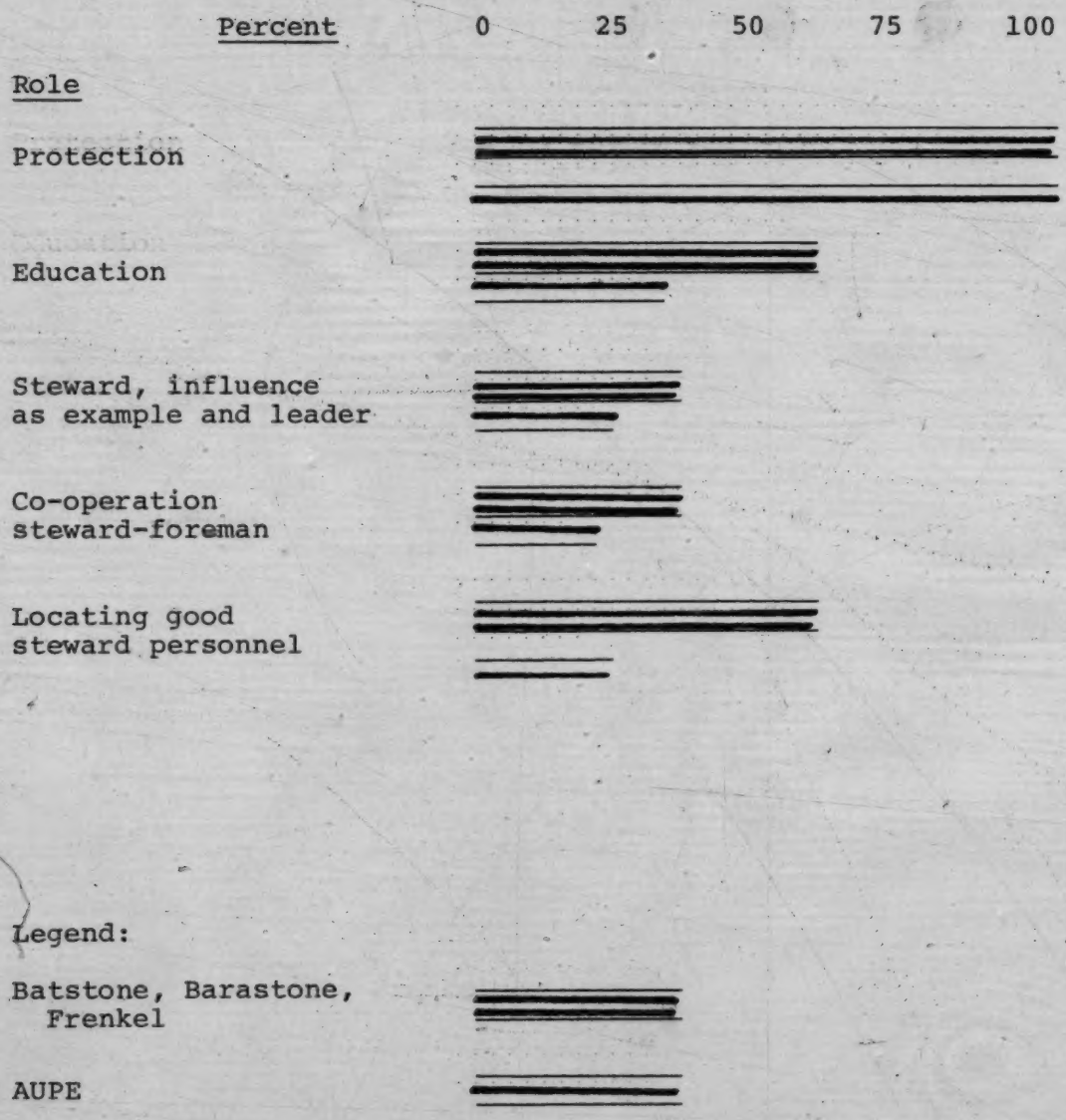
1. Organize - 100 percent
2. Be a leader - 90 percent
3. Listen - 100 percent
4. Educate - 75 percent
5. Process grievances - 80 percent

In line with the above, a prime concern is locating and recruiting good steward personnel. Batstone, Barastone and Frenkel (1977, p. 162) report 56 percent of workers shared concern in the matter. Similarly, A.U.P.E. showed 26 percent.

Summary

The general trends of the A.U.P.E. findings are similar to the findings of: Batstone, Barastone and Frenkel in England. My conclusions are that similar concerns affect decision-making in all union groups. The major differences I believe to be attributable to the level of sophistication of the labour force. In England, unions and unionism are a major part of the country's history. In Canada, organized labour appears to be in its formative stages with far less steward sophistication. With increasing demands on labour by management and the increasing industrialization and technology: greater steward knowledge, concern and ability will prove a must.

SUMMARY: COMPARISON BETWEEN
BATSTONE, BARASTONE, FRENKEL AND AUPE



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Batstone, E.; I. Barastone, and S. Frenkel. Shop Stewards in Action. Oxford: Basil Blackwell, 1977.

Payne, D.A. Curriculum Evaluation. Toronto: D.C. Heath and Company, 1974.

APPENDIX B

Questionnaire:

(a) as originally proposed and used in the Pilot Study;

(b) revised and augmented questionnaire, after being used in a pilot study, with the Boilermaker's Union.

APPENDIX B

The Pilot Study

The questionnaire as originally planned (Appendix B) was used as a pilot study with the Boilermaker's Union. The study was accepted as being valid. The questionnaire was rejected as being inadequate. Guidelines and advice resulted in an augmented questionnaire used in the final study.

A great deal of jealousy and envy was evident between unions. Because of this, it became necessary to eliminate all references to sources that the concepts came from. The questionnaire was further augmented with an open-ended question to take care of any possible deficiencies. This was done on the advice of the Boilermaker's Union.

QUESTIONNAIRE AS ORIGINALLY PROPOSED

A. What importance would each of the following have in a steward's job? Use one check mark for each question.

Item	Most Important- ant	Very Important- ant	Import- ant	Lesser Import- ance	Not Import- ant
Power	____	____	____	____	____
Being a Spokesman	____	____	____	____	____
Being a Detective	____	____	____	____	____
Responsi- bility	____	____	____	____	____
Grievance Procedure	____	____	____	____	____
Training as a Steward	____	____	____	____	____
Team Work	____	____	____	____	____
Group Welfare	____	____	____	____	____
Hearing Complaints	____	____	____	____	____
Numerical Values	5	4	3	2	1

Source: This list is compiled from major concepts covered in C.U.P.W. Steward's Manual.

B. Semantic differential question. Use one check mark for each question.

Your Steward is:

		5	4	3	2	1	
1)	Friendly	___	___	___	___	___	Unfriendly
2)	Helpful	___	___	___	___	___	Not helpful
3)	Hardworking	___	___	___	___	___	Does not like work
4)	Worker's man	___	___	___	___	___	Management's man
5)	Leader	___	___	___	___	___	Follower
6)	Key person	___	___	___	___	___	Nobody
7)	Counterpart of foreman	___	___	___	___	___	Foreman's buddy
8)	Responsible	___	___	___	___	___	Irresponsible
9)	Good Listener	___	___	___	___	___	Great Talker
10)	Good Communicator	___	___	___	___	___	Poor Communicator
11)	Active	___	___	___	___	___	Inactive
12)	Fair	___	___	___	___	___	Unfair

Source: This list is compiled from key concepts found in the Steward's Manual, C.U.P.E.

C. Check ONE of each of the following which you consider to be the MOST important in each group.

1. How do you feel about being a steward?

____ Powerful
____ Brave
____ Foolish
____ Responsible
____ Inadequate

2. What is the single most important quality a steward should have?

____ Knowledge of the contract
____ Not be afraid of management
____ Be expert in his craft
____ Human relations expert
____ Always stand his ground

3. Good relations between steward and foreman eliminates much red tape and facilitates decision-making between labour and management.

____ Ideas and problems are aired at the formation level
____ Worker opinion is available at this level
____ No interference from big unionism and big management
____ Steward and foreman can wheel and deal on issues
____ Decisions can be one-sided

4. Feather-bedding is a necessary part of unionism.

____ Keeps older workers on the payroll
____ Makes expertise and knowledge available to younger workers
____ Avoids unemployment and preserves the dignity of the workers
____ Creates a larger pool of expertise and knowledge
____ Preserves old biases and beliefs

5. A young worker can learn from the older worker.

____ Union principles
____ Bad habits
____ Work values
____ Future orientations
____ Craft skills

Source: This list is compiled from basic steward concepts found in C.L.C. Steward's Course.

REVISED AND AUGMENTED QUESTIONNAIRE

A. What importance would each of the following have in a steward's job? Use one check mark for each question.

Item	Most Important- ant	Very Important- ant	Important- ant	Lesser Importance	Not Important- ant
Personal Power	____	____	____	____	____
Being a Spokesman	____	____	____	____	____
Being a Detective	____	____	____	____	____
Responsibility	____	____	____	____	____
Grievance Procedure	____	____	____	____	____
Training as a Steward	____	____	____	____	____
Team Work	____	____	____	____	____
Group Welfare	____	____	____	____	____
Hearing Complaints	____	____	____	____	____
Confidence	____	____	____	____	____
Work Knowledge	____	____	____	____	____
Seniority	____	____	____	____	____
Labour Law	____	____	____	____	____
Contract Violation	____	____	____	____	____
Contract Interpretation	____	____	____	____	____
Numerical Values	5	4	3	2	1

Source: This list is compiled from major concepts covered in C.U.P.W. Steward's Manual.

B. Semantic differential question. Use one check mark for each question as pertains to:

YOUR STEWARD

	5	4	3	2	1	
1) Friendly	___	___	___	___	___	Unfriendly
2) Helpful	___	___	___	___	___	Not Helpful
3) Hardworking	___	___	___	___	___	Does not Like Work
4) Worker's man	___	___	___	___	___	Management's man
5) Leader	___	___	___	___	___	Follower
6) Key person	___	___	___	___	___	Nobody
7) Counterpart of foreman	___	___	___	___	___	Foreman's buddy
8) Responsible	___	___	___	___	___	Irresponsible
9) Good listener	___	___	___	___	___	Great talker
10) Good communicator	___	___	___	___	___	Poor communicator
11) Active	___	___	___	___	___	Inactive
12) Fair	___	___	___	___	___	Unfair
13) Adjustment	___	___	___	___	___	Refusal
14) Justifiable facts	___	___	___	___	___	Unfounded hearsay
15) Written record	___	___	___	___	___	Memory record

Source: This list is compiled from key concepts found in the Steward's Manual, C.U.P.E.

C. Check ONE of each of the following which you consider to be the MOST important in each group.

1. How do you feel about being a steward?

____ Powerful
____ Brave
____ Foolish
____ Responsible
____ Inadequate

2. What is the single most important quality a steward should have?

____ Knowledge of the contract
____ Not be afraid of management
____ Be expert in his craft
____ Human relations expert
____ Always stand his ground

3. Good relations between steward and foreman eliminates much red tape and facilitates decision-making between labour and management.

____ Ideas and problems are aired at the formation level
____ Worker opinion is available at this level
____ No interference from big unionism and big management
____ Steward and foremen can wheel and deal on issues
____ Decisions can be one-sided

4. Feather-bedding is a necessary part of unionism.

____ Keeps older workers on the payroll
____ Makes expertise and knowledge available to younger workers
____ Avoids unemployment and preserves the dignity of the workers
____ Preserves old biases and beliefs

5. A young worker can learn from the older worker.

____ Union principles
____ Bad habits
____ Work values
____ Future orientations
____ Craft skills

D. What is the ONE single most important factor causing difficulty in a steward's job?

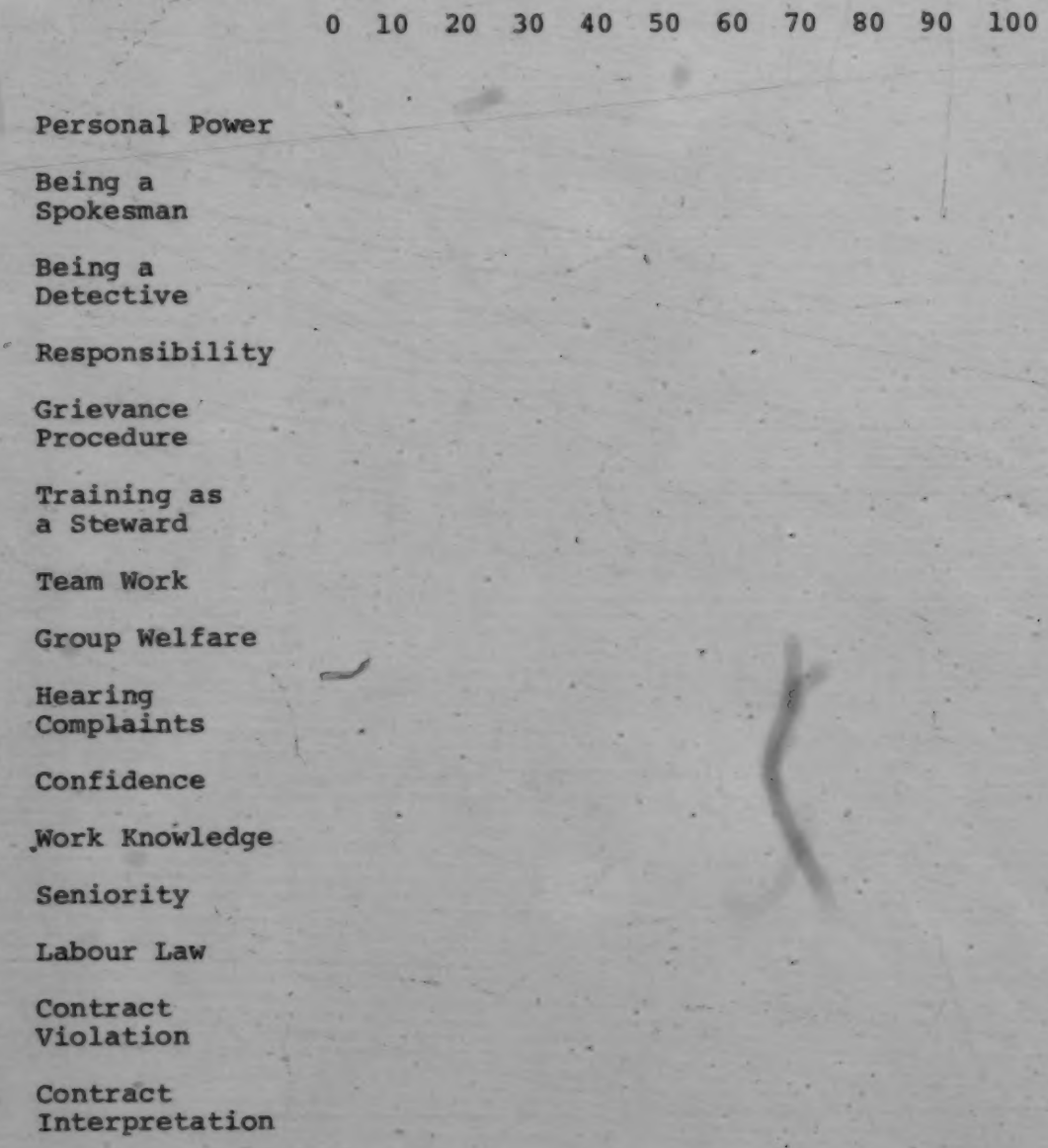
_____

Source: This list is compiled from basic steward concepts found in C.L.C. Steward's Course.

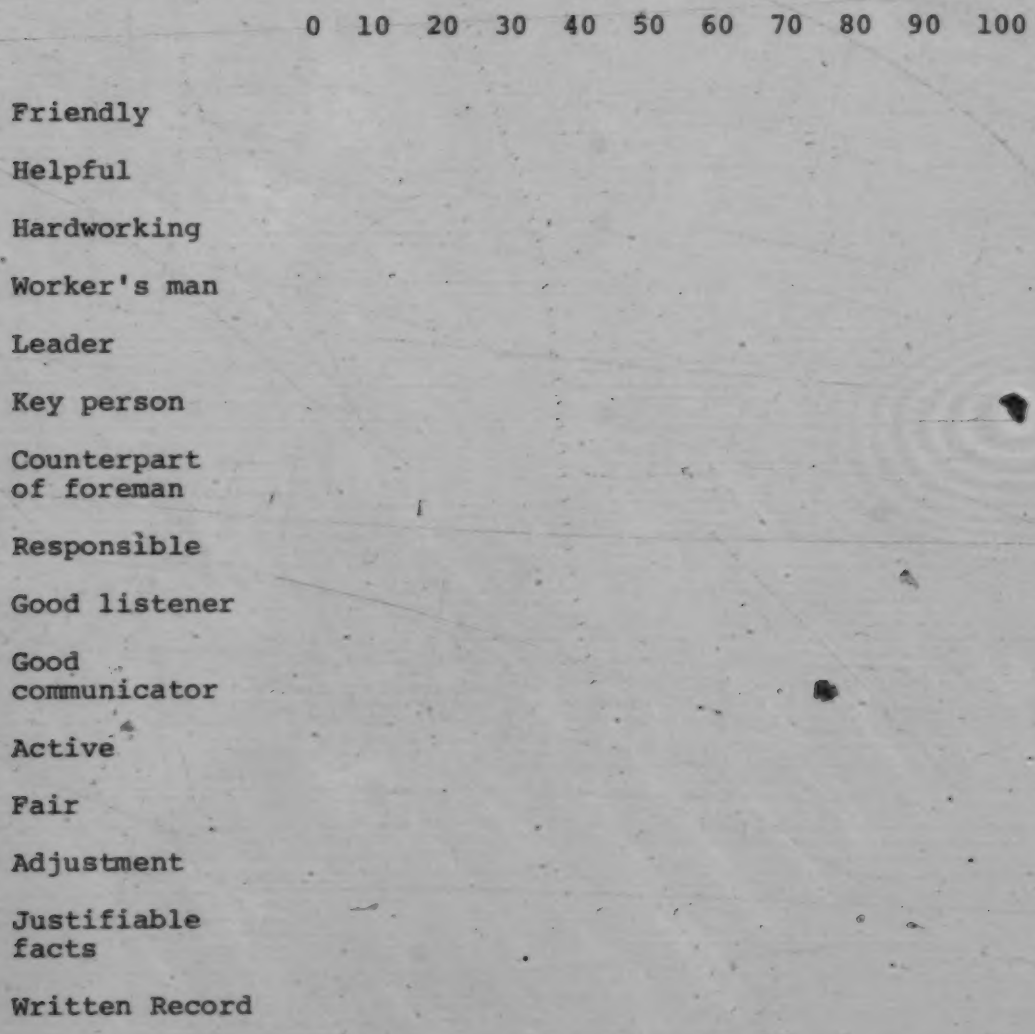
APPENDIX C

This consists of the blank sheets representing each questionnaire before graphing.

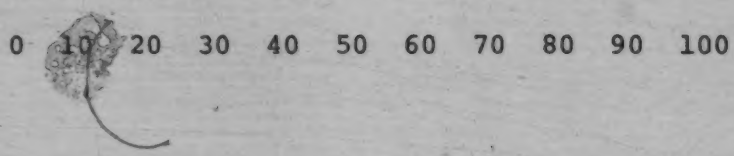
A-2. Importance in a steward's job. Bar Graph, to illustrate graphically the results in percent from the previous page.



B-2. Semantic differential question. Broken line graph, percent, to illustrate a broken line profile of data from the previous questionnaire.



C-2. Most important qualities. Bar graph, expressed in percent. Grouped in fives.



Powerful

Brave

Foolish

Responsible

Inadequate

Knowledge

No Fear of Management

Expert Craftsman

Human Relations Expert

Hold His Own

Formation Level

Worker Opinion

No Interference

Wheel and Deal

Decisions One-sided

Older Workers - Payroll

Expertise

Dignity of Worker

Pool: Expertise and Knowledge

Biases and Beliefs

Union principles

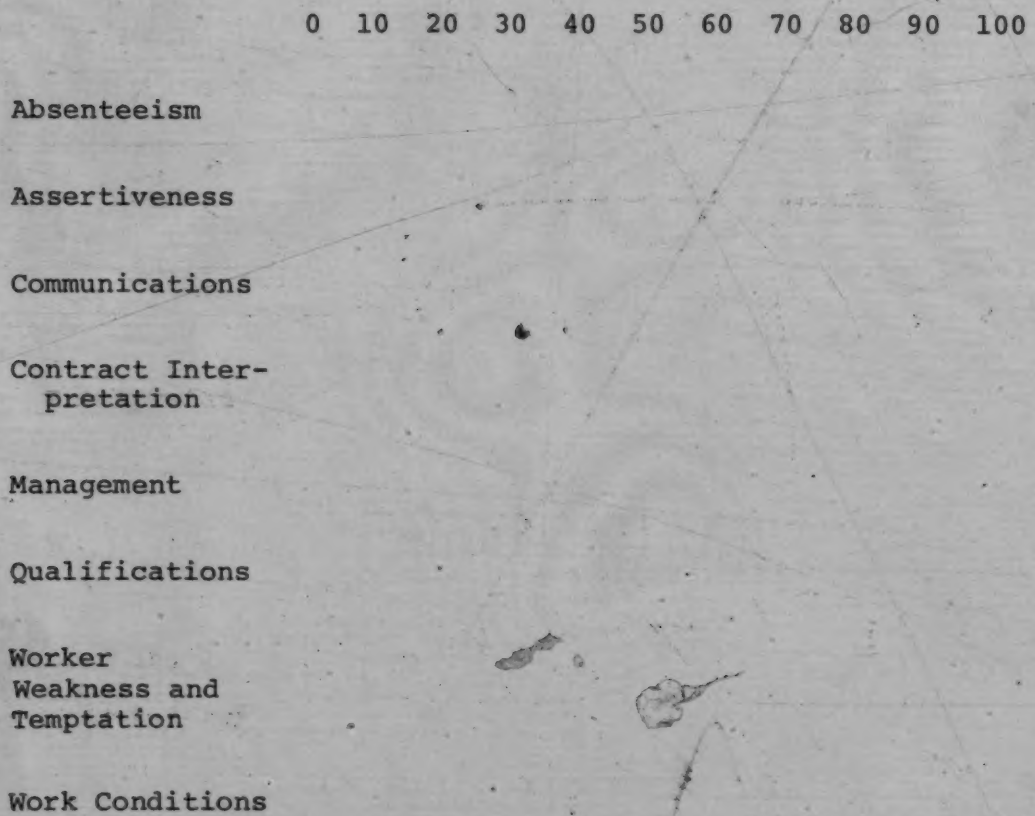
Bad Habits

Work Values

Future Orientations

Craft Skills

D-2. Most important factor: grouped according to type. The categories were verified correct by the Boilermakers Union. Categories: Expressed as percent of total.



Source: This list is compiled from the Steward's Manual, Boilermaker's Union, 1978.

APPENDIX D

A Need for Role-Playing

APPENDIX D

A Need for Role-Playing

To the steward profile might be added the role of actor. Role-playing forces and develops sensitivity (Thelen, p. 199). Roles to emulate, to facilitate, and co-ordinate problem solving are as follows: initiator, contributor, information seeker, opinion seeker, information giver, opinion giver, elaborator, co-ordinator, orienter, evaluator, energizer, procedural technician, recorder. The writer advocates the good steward should switch roles as required in the workplace.

Roles to help a group develop and vitalize are: encourager, harmonizer, compromiser, gate-keeper, expeditor, standard setter, group observer, communicator, follower, leader (Lifton, p. 17).

Anti-group roles to avoid are: aggressor, blocker, recognition seeker, self-confessor, playboy, dominator, help seeker, special interest, pleader (Lifton, p. 11).

APPENDIX E

The enclosed sample grievance forms were chosen because of their functional simplicity and completeness.

The writer of this thesis suggests that the forms may be used in conjunction or separately, as the seriousness of the grievance situation dictates.

INTERNATIONAL BROTHERHOOD OF BOILERMAKERS,
IRON SHIP BUILDERS, BLACKSMITHS,
FORGERS AND HELPERS, LODGE 359

G R I E V A N C E F O R M

EMPLOYER _____ GRIEVOR _____

LOCATION _____ CLASSIFICATION _____

SHIFT _____ DATE OF INCIDENT _____

STATEMENT OF GRIEVANCE:

_____

_____

_____

_____

_____

_____

ADJUSTMENT REQUESTED:

_____

_____

_____

_____

_____

Presented to Employer Representative on

DATE _____ (Signed) _____
Grievor

_____ (Signed) _____
Employer Representative Steward

PREPARE IN DUPLICATE

UNITED NURSES OF ALBERTA

I N C I D E N T R E P O R T

Office Copy

Who: Complainant's Name _____

Address _____

_____

Telephone _____

Unit Supervisor's Name _____

What Happened: (enclose nurse's report)

_____

_____

Where: _____

_____

When: (exact time and date) _____

_____

Why: (article violated) _____

_____

Want: (redress requested) _____

_____

Discussion with Unit Supervisor (details)

_____

_____

_____

_____

_____

Satisfactorily Resolved YES __ or NO __

Advanced as Grievance YES __ or NO __

_____ _____

Date Signature of Local Representative

APPENDIX F

TABLES, CHARTS, SUMMARIES

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Shop-Floor Stewards

4. Importance in a steward's job? 67
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6. Most important in each group. 73

Service Stewards

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Combined Responses - All Stewards

10. Importance in a steward's job? 87
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Comparison of Responses

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Interview Question

Most important single factor affecting a steward's job?

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5. Semantic differential question.	72
6. Most important in each group.	74
Service Stewards	
7. Importance in a steward's job?	79
8. Semantic differential question.	82
9. Most important in each group.	85
Combined Responses - All Stewards	
10. Importance in a steward's job?	89
11. Semantic differential question.	92
12. Most important in each group.	95

Comparison of Responses — Page

13. Importance in a steward's job? 99

14. Semantic differential question. 105

15. Most important in each group. 110

Interview Question

16. Most important single factor affecting a Steward's job. 111

LIST OF CHARTS

Field or Job Stewards

1. Importance in a steward's job? 55

2. Semantic differential question. 59

3. Most important in each group. 63

Shop-Floor Stewards

4. Importance in a steward's job? 68

5. Semantic differential question. 70

6. Most important in each group. 75

Service Stewards

7. Importance in a steward's job? 78

8. Semantic differential question. 81

9. Most important in each group. 84

Combined Responses

10. Importance in a steward's job? 88

11. Semantic differential question. 91

12. Most important in each group. 94

Comparison of Responses

		Page
13.	Importance in a steward's job?	98
14.	Semantic differential question.	104
15.	Most important in each group.	109